

Lights Out

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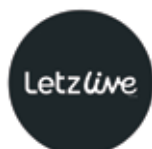
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The Power of Mentors
Creating a Home Away from Home
Parents Impressions Matter



AUSTRALIAN
BOARDING
SCHOOLS
ASSOCIATION





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Girls from St Catherine’s School, Kew on the Yarra River in Melbourne

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Use the Force

How to Embrace the Power of Mentors in a Residential Community

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A reflection on the impact of heroes, mythology and a mystical life force from George Lucas’s ‘Star Wars,’ may seem to be an interesting place to start an article on residential communities! However, some readers, particularly English teachers (like myself) may be familiar with Joseph Campbell’s seminal text “The Hero with A Thousand Faces.” An American anthropologist with an interest in mythology, Campbell conducted an analysis of legends from all over the world, identifying common elements to eventual articulate the “monomyth.” This framework, well known for its application in literature and cinema, reflects the commonalities that exist in the journey of all heroes. Campbell describes this framework as one in which:

“A hero ventures forth from the world of common day into a region of supernatural wonder: fabulous forces are there encountered and a decisive victory is won: the hero comes back from this mysterious adventure with the power to bestow boons on his fellow man.”

What a wonderful description for the experiences of a hero. If we look a little closer, and perhaps apply our own level of creativity to this perspective, what emerges? Isn’t this just a wonderful description of the experience of residential schooling? Well maybe, or maybe not depending how creative people are feeling, but certainly there are some similarities. Not that I have heard schools referred to as regions of supernatural wonder, but then again Harry Potter fans may be able to see the link. Suffice to say that if we employ the journey metaphor articulated by Campbell we may see some similar patterns to the experience of our students.

When we start to consider the experience of heroes within texts (legends, myths, films, novels) we may note the striking similarities of central characters. For example, reflection on well-known protagonists including Arthur, Luke Skywalker, Frodo Baggins, Dorothy from Kansas and Harry Potter will lead some of the sharper readers out there to suggest that these characters are initially alone or isolated, leading ordinary yet

frustrated lives. They exhibit a desire to be something more, to embrace life and grow on levels unavailable to them. Of course, fate intervenes and these characters are often thrust into situations they can’t control - a tornado, a magic ring, a quest, a journey. They are taken from their ordinary world and placed in extraordinary settings where the rules and regulations are confusing and alien. Sound familiar. However, into their lives by chance or design come the guiding hands of Merlin, Obi Wan Kenobi, Gandalf and Albus Dumbledore who become so influential in directing the emergence of each hero.

These characters can easily be recognised as mentors. Individuals who guide, teach and direct the endeavours and efforts of a young student (or padawan!) eager to learn and willing to emerge stronger from their mistakes or frailties. Having mentors is so important for young people in real life, especially those who are potentially far removed from their families and homes. A quick scan of our learning communities will reveal that our students have a range of mentors in their school lives, ranging from teachers, sports coaches, a near-by relative or member of the broader community. Yet, my view is that often the most powerful form of mentoring can occur in the vertical streaming of a boarding house where younger students are guided, directed and coached in the ways of the force (what is required to achieve one’s best in arrange of situations.) We now in our own busy professional lives that the power of having a mentor can be so critical in our own heroic journey with all of its trials, triumphs and tribulations. Having someone who provides honest, realistic and reliable advice and guidance is central to knowing who we are, as individuals and as leaders within communities. Even more importantly in a boarding context is the mentor who models appropriate values and behaviour.

There is something very authentic and rewarding for individuals to discover their strengths as well as limitations and to be provided with consistent feedback about how to improve. The right mentor can be a critical friend, one who doesn’t need to

cushion the blow of reality but yet listen and provide another perspective, one who either formally or informally can provide a gentle nudge now and again in the right direction. Considering ways in which we can harness our very best assets and educators, our students to assist in the development of other students can be an essential component in enhancing the culture and environment of a boarding house. There may well be a student in your House seeking guidance and needing some mentoring.

Perhaps you know of a padawan wishing to embrace the force, hoping to destroy a ring or merely just wanting to defeat “he who shall not be named” before prep. More likely there are heroes out there needing some guidance and direction on the bumpy road to adulthood, encountering fabulous forces and seeking decisive victory.

Campbell, Joseph.
The Hero with a Thousand Faces.
Princeton University Press, 1949. p.23.



Hale@home

AUTHOR

Michael Valentine
Hale School

Hale School is an independent school for boys in Perth, Australia, founded in 1858. Michael Valentine is the Head of Online Learning and former Head of both Junior and Middle School at Hale School. Hale@home is an online programme designed to ease the transition to boarding school for boys from across Western Australia and beyond.

Hale@home

An innovative approach to easing the transition to boarding school. For over 150 years, from farms and rural communities across our vast state, boys have come to Hale School in Perth, Western Australia to meet city-based schoolmates and begin life as boarding students. Like boarding students across Australia they come from country schools that might be large or small with multi-age classrooms. They come from regions where generations of the local townspeople have worked the land or mined the resources that lay beneath it; some join us from overseas. Their transition to a big city school and a boarder's life has for generations been a part of the cycle of life for many families. The first months and even years of boarding inspire timeless family anecdotes passed from one generation to the next.

In 2013 at Hale School we took a new step to ease the shift from rural educational settings to our large, highly academic, technology-rich boys' school. I designed and established a programme, known as

Hale@home, where the boys undertake a weekly synchronous connection with the Hale@home teaching team (myself and a colleague) in the year before they commence at Hale School. In this virtual classroom each week they gain confidence with technology, get to know their future house-mates and enjoy a wide range of engaging and interdisciplinary weekly projects.

The boys participate in Hale@home for the entire year before they begin life as a boarder in Year 7. It is proving to be an initiative that has transformed the complex traditional transition experience. We are now preparing for our 4th year of Hale@home in 2016. Hale@home's vision is to engage the boys so that they see themselves as a learning community with common goals. Hale@home is not a programme designed to close any perceived or real academic gaps between our city and country schools and students. Rather, it is profoundly focussed upon boys bound for Hale School enjoying being a part of a group commencing a collective journey. It is a programme where strong bonds are developed and a sense of optimism about what lies ahead is established; so that these young boys are better personally equipped for coping with the challenges that most certainly exist for young boys leaving home to attend boarding school in the city. That is indeed a timeless challenge.



Hale@home Teaching team;
Michael Valentine and Heath McCabe

The Hale@home approach

The boys are still attending their local school but are connected and engaged with Hale School 24/7 through access to our portal. They can also e-mail or phone me for assistance any time. The Hale@home curriculum offers teaching and



learning experiences designed to create opportunities for the boys to explore how technology can be used to personalise their learning and ultimately enhance their optimism about their prospects for academic life at Hale School for the next year. They are also working in our connected community with their future roommates, engendering a sense of "learning and preparing together" for their transition to Hale School.

Before the Hale@home school year begins, the boys gather at a two-day Induction Camp on the Hale School campus, where we introduce them to their future house-mates and they meet each other's families, all of whom have been invited to stay over. We provide the boys with their computers and work pretty much non-stop for a day or so to ensure the boys know how to log-in to Skype-Business and their online learning journals each week from home. Then they head back to their home towns, with a new computer, for their last year in local schools with a weekly schedule for meeting in the Hale@home online classroom.

The interconnected, secure Microsoft 365/Skype-Business/OneNote platform on our school portal allows us to create a dynamic virtual classroom context where the boys become presenters and reveal their weekly findings and creations to the whole class online each week. The boys see and hear each other as they take turns to display their individual responses to the tasks, which are as unique as the landscapes outside each boy's bedroom window on any day. We even recorded a play this year with all 19 boys contributing scenes recorded around their homes and paddocks. It was put together here at Hale School and put on our Hale@home YouTube channel.

We have also undertaken genuine collaborative projects online with boys contributing responses on a shared OneNote page with stunning impact.

The project-style curriculum invites the boys to present video, audio, artistic, graphical, written or verbal responses to tasks which have a weekly theme and are essentially literacy, maths and science based. Their individual progress with basic technical skills and verbal presentation is significant. A lack of technology skills and general computer confidence has been a significant issue for previous generations of rural boys as they move to an environment where every boy has a computer for classwork from a very young age.



Seb presents his video response. His family's farm stretches out behind him

An innovative and ambitious teaching & learning dynamic

In its short history, Hale@home has been celebrated as an example of 21st century teaching and learning. Hale@home is a good idea, but as former Head of Hale's Junior School and Middle School, I knew the challenge was going to be designing an online curriculum that would capture the attention of boys who have already spent the day attending classes at their local schools. Interactive-online teaching is a fascinating dynamic – more than ever it is a context that requires teachers who cater for and inject a sense of colour and theatre into their lessons. It requires teachers who recognise that creative solutions and unique responses to tasks they design

are to be celebrated. Even more so in the Hale@home programme; where the focus is about designing tasks where boys tell us about their communities and homes rather than experience or perhaps endure a year-long induction course.

The vision for Hale@home is ambitious: to create a teaching and learning dynamic that is vibrantly interactive, characterised by authentic learning and designed to inspire confidence and optimism. I have relentlessly pursued and championed this vision because it is essentially the perfect educational paradigm: the needs of the boys determine the outcomes we seek, and as teachers we construct the discourse and the tasks which inspire the innovative thinking, increased confidence and skill development of the boys.

Hale@home is effective and compelling in both form and function and it is now firmly embedded into our school and is acclaimed by boarding parents of all generations.



Michael Valentine - Hale School

Michael Valentine is the inaugural Head of Online Learning at Hale School in Perth Australia and previously the Head of both the Junior School and Middle School. A leader in innovative curriculum design incorporating literature, research and technology, Michael has presented keynote speeches, designed workshops and given addresses across Australia and abroad. His latest project is Hale21 Future School - designed to share the knowledge gained from his Hale@home programme with small rural primary schools across WA.

www.hale21.com.au



The Future Direction of Residential Programs

A Check In - Check Out Wellbeing Program

AUTHOR

David Pyman M Ed
St Peter's College

If you were to ask an average person on the street to describe life in a school boarding house, many would probably describe something more akin to a Victorian era English orphanage than what our Australian schools actually provide.

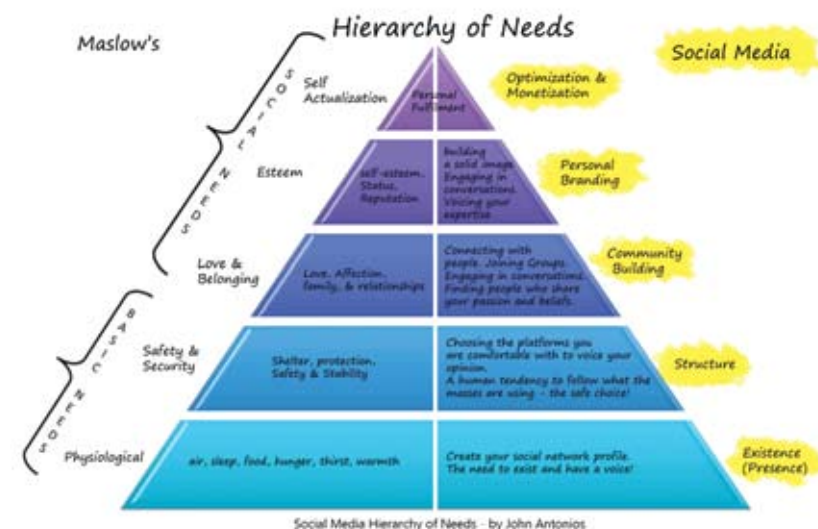
It perhaps tells us a lot about the rapid changes Australian boarding has undergone that even some of our current parents will recall tough boarding experiences, with awful initiation ceremonies from older boys, less than ideal facilities and tough housemasters. In some cases, one might suggest that these facilities only provided the most basic of care for the students.

In 1943, Abraham Maslow proposed a "Theory of Human Motivation" that included 5 levels of human needs. These 5 levels are today often represented as in the following pyramid.

Much has changed throughout society since Maslow first introduced us to this 5-stage model. Indeed in recent times we have seen some adjustments to the model, including the humorous (but sadly very accurate);



And a more serious modern take on the rise of social media and today's youth;



Maslow's Hierarchy of Needs

If we were to look at Maslow's Hierarchy of Needs we could see that some past boarding houses perhaps focused on the two lowest levels - the provision of basic needs - although if the stories we sometimes hear are to be believed, even the provision of safety may have been a stretch at times!

Regardless of which model we believe best fits our students, one can see that a rapidly changing culture amongst our student and parent population is having a significant impact on the requirements of our modern residential programs.

Fortunately, today's residential programs across Australia are some of the best in the World. Our students are well looked after; the facilities they enjoy are outstanding and our staff are handpicked to be people who have a genuine interest and care for our students.

The provision of basic needs - such as clean water, quality food and safe and comfortable accommodation are considered a minimum feature of all residential facilities.

Parents not only expect quality facilities and dedicated pastoral care in their boarding houses, they also now expect their students to be provided with opportunities and guidance in self-development.

Many of today's residential programs include specific wellbeing programs that look to assist students in developing the psychological needs section of Maslow's hierarchy. The work done in this field around Australia is indeed world leading.

But what of the future? What will our prospective parents and students be asking for next?

I believe that the future direction of residential programs needs to be one that is evidence based.

Just as Hattie has led a revolution in classroom learning through his meta-analysis of learning, it is time for our residential programs to include evidence of the effectiveness of the programs used.

With the vast majority of schools offering quality care and exceptional wellbeing programs, prospective parents may begin asking for evidence of the effectiveness of the programs being implemented.

Could your school provide evidence of the level of positive emotion of your boarding students? Could you provide a measure of your students' relationships within their peer group?

One of the great challenges in dealing with teenagers is in determining exactly what is and isn't working. Teenage boys, for example, aren't exactly well known for their communication abilities and despite some of the best wellbeing programs in the world, many students still have difficulty expressing their true feelings.

How many times have you spoken with one of your students and come away from the conversation feeling like they aren't telling you how they are 'really' feeling?

With these questions in mind, I recently started a pilot program aimed at providing some measure of the wellbeing of the students in my care.

My Check In - Check Out Wellbeing Program, has been designed to provide a small group of students (n=15) in a pilot program with an opportunity to express their feelings in a quick and simple manner.

The program has been based in part around that used by many AFL players on a regular basis.

As some will know, AFL players at most clubs are asked to answer a few simple questions about their sleep, mental alertness, physical fitness and energy levels on a daily basis. From their answers, fitness staff monitor and adjust workloads as required.

Over the past few weeks, my students have been sent a survey via email each morning (Check In) and evening (Check Out). The survey has been set up through Survey Monkey, which has proven to be simple and quick to use in setting up the questions whilst also being quick and easy for the students to use. In fact the average time spent in answering the morning survey per student has been 27 seconds.

The students were asked (not demanded) to respond honestly to 5 statements every morning and evening.

In the morning survey, the students were presented with 5 statements and asked to assess their agreement with the statement as being either Strongly Agree, Agree, Disagree or Strongly Disagree (the students were deliberately not given an 'unsure' or 'don't know' option).

The 5 Morning Statements used;

- I slept well last night
- I am feeling optimistic about the day ahead
- I feel prepared for the day
- I have a good relationship with my peers
- I feel comfortable and happy in the boarding house

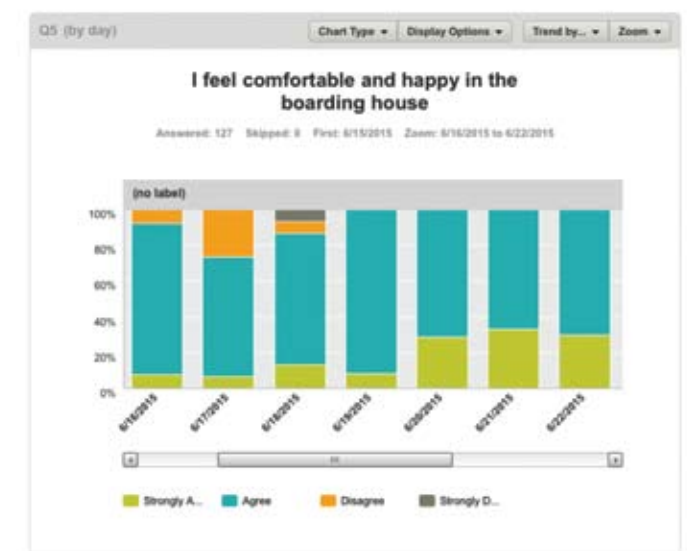
Through Survey Monkey I have been able to see a range of results including individual responses and overall results.

The following screen shot demonstrates the overall results of responses to Morning Survey Statement 3.

I feel prepared for the day

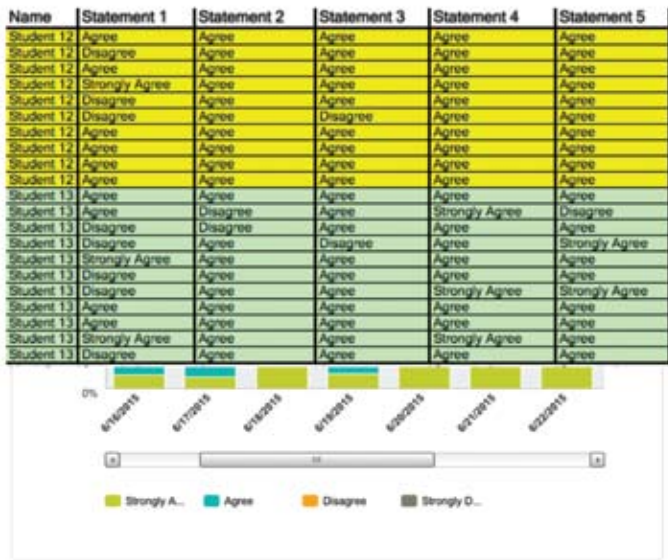
	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Responses	15.70% 54	70.64% 243	12.50% 43	1.16% 4	344

Results can also be represented in graphical form quickly and simply. The following graph represents responses to Morning survey statement 5;





It is also possible to export individual results to a spreadsheet so that patterns of answers can be identified. The following is a screenshot of an edited version of part of the exported results.



What then do we do with the results?

In the graph above, we can see that there have been some responses indicating students either disagree or strongly disagree with the statement that they feel comfortable and happy in the boarding house. This is clearly of concern.

However, students (like all of us), have bad days. A single response indicating that they don't feel comfortable and happy in the boarding house would offer an opportunity to seek out and touch base with the student.

Of more importance, is the analysis of a trend of results from an individual student. A student who regularly disagrees or strongly disagrees with this statement is making a choice to alert you to their feelings and it is critical then that a conversation with the student, staff, parents and potentially school counsellors should be initiated to assist the student in this matter.

Having conducted such a survey over the past few weeks, the following provides a short summary of my reflections;

- The Check In - Check Out Wellbeing Program has proven to be a powerful tool in allowing students to communicate their feelings.
- The surveys must be simple and quick to answer. Responses should take no more than 30 seconds to complete.
- Student response to the survey has been outstanding. Responses currently sit at 92.5% with the majority of students completing all surveys.
- In my particular group, the use of AFL as an example of the use of such surveys was a key in gaining acceptance and understanding of the program.
- Survey Monkey has proven to be a good choice in providing the ability to construct and send simple survey requests.
- Survey Monkey has good analysis tools that provide simple and effective summaries of results.
- Using a small group (n=15) allowed me to oversee results quickly and effectively. In larger groups it may be more difficult to oversee individual trends in responses.
- Extensive surveying may require other tools to provide effective collection and analysis of results.

As an additional bonus, the survey has encouraged many students to consider their own feelings and has sparked some to approach me to discuss the answers they have been submitting.

One boy approached me to discuss the reflections he had made on answer to the surveys. This particular boy (let's call him Harry) had noticed that his answers to some questions directly related to his answers in others. Harry told me that he had noticed that in his

answers, he had answered 'disagree' to the statement I feel optimistic about the day ahead whenever he had also answered 'disagree' to the statement I slept well last night. Harry was also able to identify that he was answering in this manner in his morning survey's whenever he had answered 'disagree' to the statement I have used my time effectively throughout the day in the evening survey.

By conducting a reflection of his own answers, Harry had identified a correlation between his use of time on one day, to his sleep patterns and through to his approach for the next day. On the back of this reflection, Harry decided to ensure that his evening preparation time would be as efficient and effective as possible to ensure he was able to approach the next day in an optimistic manner.

In this way, the student may be demonstrating a learning that correlates with Maslow's second level – Psychological Needs, and possibly even reaching the top level of Need – Self Actualisation.

On a macro level, the results of the surveys can also be used as a measure of the overall happiness within the boarding house. For instance, in this group surveyed, we are able to reveal to interested parties that 98.5% of the students surveyed answered either Agree or Strongly Agree to the statement I have a good relationship with my peers. This could prove to be a powerful method of measuring the wellbeing of a residential community and in possibly promoting this to the wider community.

The Check In – Check Out Wellbeing Program is in pilot stage, but has shown some terrific benefits so far. At St. Peter's College, this program is currently being expanded to include all boarding students.

As a tool for monitoring individual wellbeing and for encouraging students to analyse their own feelings and behaviour, it has proven to be successful.

For wider application in measuring the success of boarding wellbeing programs, the short surveys proposed offer some possibilities and may be of benefit for your school in addressing the needs of future prospective parents.

Helping Senior Boarders

AUTHOR

Andrew Fuller

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When you have a student completing the senior years of school, everyone in the family is doing Year 11 or 12. Here are a few ideas for coming through these years flourishing, and having everyone's dignity intact.

Parents have a vital role in helping students:

- Manage time
- Manage energy
- Manage stress
- Manage to get everything in at the right time and in the right place.

In addition to this you have to manage yourself.

Developing the System

Regular planned times for study throughout the year creates better results. Short regular sprints of learning are more effective than long study marathons. To create this you need to work out a system.

Sit down with your student and map out an ideal week including -

- Times for sleeping (at least 8 hours a night)
- Times for unwinding and relaxing
- Best breakfast foods
- The best times for study
- The best time of the week for consolidating notes and extending memory
- Time to catch up with friends
- Required school hours
- Time for part time work (less than 10 hours a week)
- How to handle invitations around exam times.

Without a plan, you are simply left with doing what you like when you feel like it and often feeling like studying is not probably the most likely emotion in teenagers' lives. Study sprints should be ideally 20 minutes long and never longer than 50 minutes with a ten-minute break between study sessions.





Usually on the weekend, have some time set aside for organising information and testing memory of new information.

Patiently, talk through the system until you all feel that you have the best plan. Ask them how often you should remind them of the system when they don't seem to be following it.

You may also need to discuss minimizing distractions - excessive social media use, listening to music while studying, multi-tasking or chatting with friends online is not compatible with studying. Multi-tasking is just splitting your attention and means you'll need to study four times longer than you need to.

As a parent of a senior school student, keep yourself informed. Come to information sessions and parent - teacher meetings yourself. Stressed students don't always store detailed information well so take notes of key dates and requirements.

Steering students back to the system

It is hard to get through Year 11 or 12 without some melt-downs. When a melt down occurs rather than starting a long conversation about it or providing a motivational pep talk, think about what your student needs - Food? Rest? Exercise? Some social time? Try to quietly arrange for this to occur.

How to deal with the catastrophic thinking

Pacifying or reassuring the unsettled senior school student is a fine art. Acknowledge to yourself in advance that anything you are likely to say is probably going to be heard as the "wrong thing".

Generally what you do is more important than what you say. Providing meals, comfort and for some, reassuring hugs is often more powerful than words.

Some teens "freeze up with fear" and want to avoid schoolwork completely. Try to avoid getting into lengthy debates about the merits of the current educational system or their own intellectual ability. Instead, go

back to basics. Feed them. Hydrate them. Rest them. Then gently bring them back to the topic. Ask them to tell you what they do understand about an issue. If they respond initially with "I know nothing" say "Well, tell me what you think you know". Slowly rebuild confidence.

What to do when the system breakdowns

When you are planning the system, develop a rule of "never miss twice". We know there are days when even the most well thought through system falls into tatters. Accept this but also plan never to miss twice. For example, I can take a complete break from my study routine for one day but not for two days in a row.

Around August is the most common time for students to become disheartened and lose motivation. However the work done in August and September probably adds more to the final results than any other stage of the year. The reason is that by this time most of the basics have been covered and we are now able to add the higher order thinking and deepen understanding.

If taking on new information seems too much at this time, go through the process with them of organising information, drawing up flow charts, making memory aides and consolidating notes.

What if my teenager won't listen to me?

Have a confidential chat with one of their key teachers so that they can have a conversation with your student directly about their progress and study strategies.

How to deal with the build up to exams

Here is the time to trust the system. Keep things as calm and consistent as you possibly can. Ensure that your student has enough sleep, good food, exercise and social time.

Consider ceasing part time work in the lead up to exams. Also discuss not using or at least lessening the use of social media sites.

If your family has major birthdays during this period it may be worth delaying celebrations until after the exam period.

It is not the end of the world

Your student's Year 12 result is not their future. There are many other more important determinants of success and happiness in life.

Many people who did not get the Year 12 results they wanted find careers where they thrive.

Above all, remain calm and believe in your student. Adding an anxious parent to a panicking teenager is always a recipe for disaster.

Andrew's most recent book is "Unlocking Your Child's Genius" (Finch Publishing, 2015).

AUTHOR

James Wiseman

Former Westminster School student,
Bond University Bachelor of Exercise
and Sports Science student

Right Now Bond Students Achieve Success with Personalised Learning

I chose to come to Bond because of the amazing employment opportunities and accelerated degrees offered which means that I will finish my studies up to a year earlier. I also love that Bond really cares about students excelling at life after studies and the small class sizes that provide a more personalised learning experience.

I currently live on campus and have felt extremely welcomed by Bond and its close knit community which has made it an easy transition for me. I found that the support structures and personal attention from staff allowed me to easily move away from home and go into a new student accommodation environment.

The university campus amazed me from the first time I came to Bond. The facilities are first class and the vibe around the university creates an awesome atmosphere for students. A highlight so far has definitely been meeting such a wide range of people from all different types of backgrounds and the social aspect of campus life.

I have already immersed myself in so much of what Bond has to offer. I have begun training with the Southport Sharks Football Club; become the Internal and External Affairs Director for the Bond Cricket Club and I have enjoyed exploring the Gold Coast to see what the coast has to offer.

Bond always encourages excellence in all areas pursued by students. Everyone is incredibly friendly and there is always something to get involved with. As I progress into my degree I will certainly look into taking up more of the countless leadership opportunities in the wide range of teams, clubs, associations and societies on offer.

After receiving my degree I would like to work with the world's best athletes and become a High Performance or Strength and Conditioning Coach for an elite sports club. I would encourage anyone to come to Bond if they want to become part of a tight knit community and reach their potential whatever their dream.





Creating a Home Away from Home

How to nurture the growth of boarding house students

AUTHOR

Hayden McEvoy
A Team Tuition

Boarding house staff are required to tirelessly provide individualised support and attention to all boarding house students. This includes being a stand-in parent for hundreds of students all at once who all have their own individual issues, needs and wants. It is the duty of boarding house staff to care for the future of tomorrow; to nurture the young minds of today, but how it is possible when a house parent has only two hands?

Here at A Team Tuition, we have been working closely with over 300 young boarding house students throughout 2012-2015, tutoring them one on one to find that our role and responsibilities extend beyond checking student's homework and assignments. As influential role models, it is vital to provide pillars of support from a home environment to nurture the growth of students within a boarding house setting.

So, what are the pillars of support that comes from a child's home? Each student requires personalised attention that allows them to nurture the two most important areas of their growth: their education and their physical, mental and social wellbeing. Therefore, the pillars of support include academic mentoring and life guidance, whereby the focus of these vital areas

will allow any child to flourish in their development.

Academic mentoring involves providing students with tools on how to successfully complete their school tasks and teaching them how to apply these skills and resources across all of their subjects. Under the care of A Team Tuition, the 'Creating A Students' program allows students to approach their academic studies with a holistic outlook on success. This is done by examining features such as their behaviour inside their classroom, their attitude towards their individual subjects and how they effectively integrate their knowledge outside the classroom.

For example, take the traditional study method of writing out lines after lines of black and white notes, transferring the words of a whiteboard into another book. Does this really test whether the child will remember their work? How do they know whether they are really engaging with their subject's content? Does this give them the opportunity to understand what those teacher's notes really mean? By using this mind numbing study technique and after working with over 1000 students, the evidence points towards "No".

Therefore, at A Team Tuition we have integrated neurological and psychological theories on how to maximise the usefulness of well presented, effectively crafted study notes that will allow students to take pride in their work. By following our step by step study framework, we encourage boarding students to focus on the quality of their study habits rather than the quantity of their workload. Ensuring to continuously promote effort over results.

Having developed a strong partnership between two boarding houses on the Gold Coast, the most rewarding experience is derived from the positive impact that the tutoring has on the student's wellbeing and their overall school experience. Being able to provide life guidance and steer students in the right direction is what defines the difference between an authority figure and distinguished adult role model.



It is important to address that the school experience of boarding students is distinguishably different to the experience of a day-school student. If a day student experiences a challenging day at school, it makes it easier for them to deal with their struggles, when they know they are returning home to family and loved ones who can discuss and debrief on the issue, calm the student and remind them that tomorrow is a new day.

On the other hand, a boarding student may have the burden of carrying those issues without being able to escape the environment; as they may be surrounded by the same stimuli that may be aggravating their personal challenges at school.

Despite the lines of support boarding students have with onsite house parents, nurses and counsellors; important adult figures who carry a sense of authority can give off an intimidating aura to young students. In the presence of intense, emotional situations, this daunting impression of older adults can become exaggerated and leave students to dwell on their emotional states rather than focusing on resolving the problem.

Therefore, A Team Tuition focuses on hiring boarding house tutors that are relatable to young adults. All of A Team Tuition's teaching staff are current tertiary students and graduates who specialise their teaching around their current field of study. Our recruitment data reveals that only 2-5% of applicants are hired based on their teaching ability, mentorship and resilience.

By combining their current university knowledge and experience, as well as their recent schooling experiences and our accredited Academic Personal Training program, our tutors are equipped to build strong connections with their boarding house students. By relating to their own past school experiences, Academic Personal Trainers can converse and empathise with boarders who might have endured a challenging experience on the very same day.

So, what is the outcome of combining academic guidance with life mentoring? Having both pillars of support allows the student to grow and mature to a level which extends beyond their daily homework tasks and social dynamics.

social cliques and general life events. Our role as Academic Personal Trainers is to help students find their own answers, by providing advice on what factors they need to consider to achieve the best outcome for themselves and other people involved.



Combining the nurturing of academic success through educational strategy, along with the mentoring of social and life events allows for a healthy advancement in one's character development and career direction. By developing these two areas of growth, boarders will be able to cultivate their sense of identity and the role they will play as adults in society.

Career direction will involve assisting children in their areas of interest inside the school curriculum, monitoring why students succeed in certain subjects rather than others, why students enjoy these subjects and how they can apply their aptitude and skill towards a fulfilling and purposeful career path.

Character development involves assisting students to problem solve and reason with situations that will appear in their schooling,

In the eyes of a boarding student, these young adults find a great interest and friendship in someone such as an Academic Personal Trainer who provides continuous support and insight on how to succeed in major aspects of their lives. Not only providing guidance on how to enjoy their studies but also through their social dynamics and interests, which may appear unimportant to a general audience. By taking a professional interest in the student's academic success and their wellbeing, we create a foundational support system that is away from their family home; therefore creating a home away from home!





QCAT Gives Guidance on Physical Contact

AUTHOR
Andrew Knott

The principles relevant to determining the appropriateness of such contact are sometimes unclear, and often misunderstood. We begin by emphasising the need for boarding house staff to exercise restraint and caution. On the other hand, it would be undesirable to create a situation in which an artificial non-physical contact environment existed, particularly in respect of younger students.

Our advice in essence is that staff should exercise caution, should communicate with the administration, and discuss as a staff, what it is considered appropriate in that particular environment, and then to ensure that their conduct is consistent with the agreed protocols in that boarding house.

The principles enunciated by QCAT (Queensland Civil and Administrative Tribunal) arose in a context where physical contacts (a Statement of Agreed Facts having being filed) had to be considered in the light of whether or not those physical contacts meant the teacher had behaved “in a way that does not satisfy the standard of behaviour generally expected of a teacher”.

The Tribunal noted in respect of that concept that:

“The standard expected should be the standard ‘reasonably’ expected by the community at large, as the actions of a teacher may impact directly upon the children of the community; and this in turn should reflect the standard that those in the teaching profession would expect of their colleagues and peers”.

The matter was of some complexity but for present purposes it is sufficient to indicate in respect of the facts the following comments by the Tribunal:

“None of the contact was violent, indecent or sexual. It was not accompanied by indecent or provocative comments. It did not occur over an extended period of time. It is accepted the contact complained of was accidental and resulted from physical contact initiation by Mr X to either comfort or encourage a child. In the case of Allegation 4 the contact itself was accidental and minimal”.

and

“One incident, namely Allegation 4 was purely accidental and we find as a matter of law that such accidental contact cannot constitute a breach of the required standard of behaviour because there is an absence of intent. Of the other four incidents, we find the physical contact did relate to valid educational purposes such as behaviour support, management and care of students. In three cases Mr X was attempting to care for students who reported feeling sick. He actions and words, taken together and within context, indicate an appropriate response. In the fourth incident, Allegation 3 Mr X was providing behaviour support by praising a student for good behaviour. This incident did not involve touching a sensitive body area”.

An interesting point of law dealt with by the Tribunal was the nature of the test to be applied. As set out in the next passages, the College submitted that a test referred to as the ‘necessary test’ applied, and the teacher’s solicitors submitted that the proper standard is what is referred to as the ‘reasonable test’.

In relation to the College submissions, the following passage summarises those submissions:

“The College submits that the physical contact was discretionary and educationally unnecessary and the children’s emotional wellbeing was affected. It submits that ‘physical contact should relate to valid educational purposes such as behaviour support, management and care of students. It should otherwise be responsive and age appropriate’. Thus consideration of community/professional expectations and standards requires contact to be limited to what is necessary. We refer to this as the ‘necessary test’”.

In relation to the teacher’s position, the following passage summarises the position:

“Mr X submits that the proper standard is whether the conduct is reasonable in the circumstances. We refer to this as the ‘reasonable test’. He argues this is a test that is well understood and widely used in many areas of law, both civil and criminal. It is referred to in the Blackstone’s Commentaries in 1825. He says it would be absurd if it could be said conduct was reasonable but not necessary and it was therefore inappropriate. This would result in a burden on teachers that is simply too high”.

The Tribunal held that the reasonable test was the appropriate test to reply. The following comments are of interest:

“But is it desirable? No harm has been identified which demonstrates a need for a higher standard. There is no evidence to suggest those children who respond well to spontaneous physical contact, such as a tussled head, or a ‘high five’, accompanied by a ‘well done’ should be denied it. It would be sad to think that celebration of a victory, or commiseration for a loss, would be restricted to signing the school song and passing a water bottle without fingers touching. The reasonable test gives sufficient protection to students without imposing artificial restrictions that remove their school life one step further from their after school world. Some schools may choose to develop policies which would implement the ‘necessary test’ and they are entitled to do so. This would then become relevant to what is reasonable in their school environment. Diversity requires it to be a choice each school environment is free to make”.

In relation to relevant considerations, the Tribunal commented as follows:

“When assessing the incidents of physical touching against the standard of expected behaviour both parties agreed many factors could be considered to establish the context of the interaction. These include: the age of the students, whether they have a rapport with the teacher who is in turn aware of their needs and requirements, the level of distress of the student, the extent of the physical injuries, whether they are ‘special needs’ students and the policy of the school, which would in turn impact on the expectations of the students”.

These are very helpful and appropriate guidance for boarding house staff and administrators in addressing an issue which involves a tension between the protection of children (and indeed the protection of staff from false allegations) on the one hand and their need for a natural, normal and appropriate relationship with staff.

A Court of Appeal judge, in a criminal law case concerning teacher/student contact, on different facts of course, observed 20 years ago:

“To deny this concept would be to insist that schools become sterile, unemotional and devoid of normal expressions of friendly human interaction”.

We conclude with a note of caution. Restraint is appropriate. The more one engages in physical contact with students the more one is at risk. However, it is also important for staff to know that if allegations are brought against them, appropriate principles such as these will be applied in determining in a professional registration context whether their physical contact calls for any disciplinary sanction.

In this case, it was determined that there had been no breach by the teacher and no disciplinary action was taken in respect of the teacher’s professional registration.

PLC PERTH

BY CHARTWELLS

The team at Chartwells has had a very busy start to the 2016 year with mobilisations at a number of exciting new partnerships in 3 states, including PLC - WA, Riverview (Saint Ignatius College) - NSW, MLC - VIC, Ruyton Girls' School - VIC as well as many Chartwells refurbishments in the existing business and we look forward to featuring these in future editions of Lights Out.

Chartwells commenced at PLC - WA in January '16 with a Master Caterer model, providing catering services across boarding, retail and functions. Having spent the December period planning the refurbishment and redevelopment of key catering spaces in readiness for the return of the girls and the broader school community there has been much activity on site with our builders and project team.

Our vision was to create a warm and engaging dining space for the boarders - a sense of place that was reflective of a modern and reinvigorated food service based on innovative, well executed and wellbeing focussed menus designed around the specific needs of girls.

The introduction of stone surfaces, warm paint works, additional lighting and retractable doors merging the outdoors within has transformed the space providing the perfect backdrop for our boarders catering service.

A similar focus has transformed the retail spaces with the introduction of an integrated boarders lunch service in to the main Café and a reinvigorated retail offer underpinned by our smart food program and a commitment to offer choice and a focus on freshly prepared food, made on site.

This has ensured that we are meeting the needs of all girls and staff alike and the reaction to new menu items such as chia breakfast pots and our chicken Caesar salad with poached egg and homemade Caesar dressing, has captured the interest and enthusiasm of them all.

With 123 boarders, approximately 1200 day girls and 230 staff we are committed to making a positive difference to the daily experience of each and every one and are very excited to have commenced this dynamic partnership.



Chartwells

Before

Pictured below is the PLC dining hall during the first stage of refurbishment.



Pictured right is the cafe hot food counter, which has been reclad and fitted out with new Chartwells merchandise and serves great cafe food.



For further details on how we can help you, please contact:

George Michaelides
Director, Business Development
Chartwells | 0404 000 931



Tangles in the New Safety Net

AUTHOR

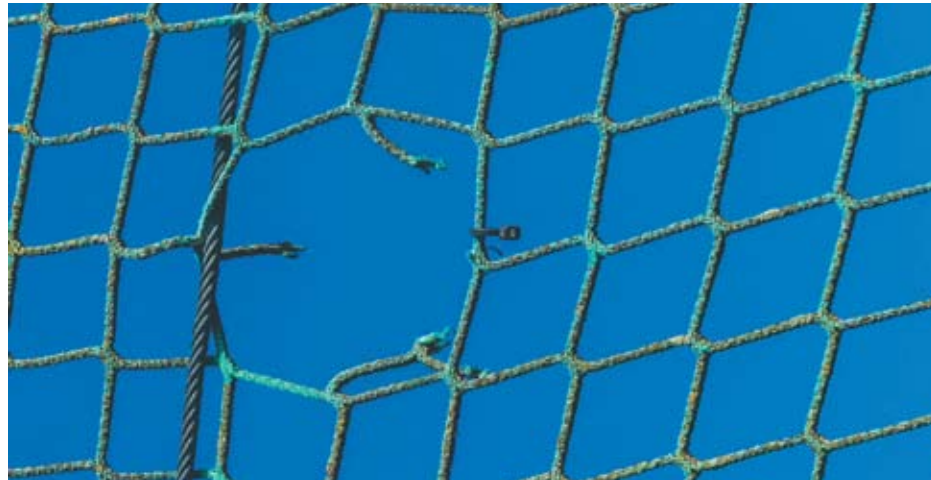
Dr. Christopher Thurber
campspirit.com

Schools around the world have implemented emergency actions plans that never existed before. Terrorist attacks, tornadoes and armed assailants are no longer just splashy headlines. These crises are possible at any school. Or so we are told by insurers and companies who specialize in—you guessed it—crisis response. So add shooter drills, storm drills and regional disaster planning to the old standby of fire drills.

I served as a summer camp waterfront director for 24 summers, so I have a long history of safety consciousness. I wear my seatbelt in my car, my helmet on my bike and, of course, my life jacket in any boat. Indeed, each summer for 15 years running, I bet my staff that if they ever caught me in an unmoored boat without a life jacket, I'll give them \$1000 cash (which they could choose to keep or to donate to the camp's scholarship fund). It happened just once in 15 years.

Given my hearty advocacy of any practice or precaution that could keep faculty, staff, and students safe, it's hard to imagine my objection to scatter plans, steel Quonset huts, mass texting or the use of walkie-talkies. In fact, I have no objection to any of this equipment nor to routine practice. My concern is what we're not talking about. And, more importantly, the students we are not talking to.

The emergency action planning meetings I attended this year mimicked the written safety audits I perused. Their focus was on the physical response to danger. Headmasters and mistresses were given instructions on how to notify parents and staff; faculty were given instructions on how to stay in communication with school heads and facilities managers and where to take students; and students were given instructions on how to follow instructions from faculty. In an emergency, everyone had a signal to listen for and a place to go.



No plan included instructions on talking with students during or after a drill or emergency. I wonder what kind of anxiety we are brewing in students by running shooter drills without discussing with them a world in which shooters attack children.

In the 50's and 60's, American public schools routinely ran "duck and cover" drills. I suppose the assumption was that youngsters were more likely to survive a Soviet nuclear bomb by hiding under their desks. Maybe it was just temporary protection from falling ceiling tiles. Whatever the case, those drills caused an entire generation to fear imminent "Commie" attacks. We did come dangerously close to nuclear war during the Cuban Missile Crisis, but that didn't obviate the need for reassuring discussions about the general safety of schools.

On a staff training visit to Camp Laney for Boys this summer, I was inspecting the new tornado shelters with Owner/Director Rob Hammond. We walked inside the thick steel building and bolted the door closed behind us. To add a bit of context: I've been working with Rob and his staff for fifteen seasons and he and I speak regularly and candidly about camp. We can't quite read each other's thoughts, but we did on that day. "Feels more like a bank vault than a friendly camp building," he said. "Cold and kinda scary," I added.

"I know what's missing," Rob said. "Something calming for the campers to do. We need cards, board games, magazines... maybe even music." I agreed and added,

"And we need to encourage your staff to talk with their campers during and after a drill. Find out what they were thinking and feeling. Ask them whether any of them has been in a natural disaster, urban emergency or school crisis before. I can only imagine that being in here might stir up some uncomfortable feelings."

The young people we serve at boarding schools need to practice emergency action plans. And like kids at summer camp, our students also need an opportunity to debrief the experience afterwards. Most importantly, they need faculty who can speak honestly and openly with them about the relative safety of boarding school, the anxiety we all feel about possible danger and the reassurance we experience when we work to mitigate negative consequences. Practically speaking, that means adding a training component to your EAP focused on students' emotional experiences.

This year, don't drill without discussion.

Dr. Christopher Thurber works at Camp Belknap and Phillips Exeter Academy, a coeducational boarding and day school on the east coast of the United States. He is a psychologist, author, educator and the co-founder of ExpertOnlineTraining.com, the leading web-based educational platform for youth leaders. He has given professional development workshops on four continents, including Australia. Book workshops, read articles, download handouts and find parent resources on: CampSpirit.com.

Outback Mum

AUTHOR

Jan Hayes

Good evening, my name is Jan Hayes.

Firstly I would like to welcome you all to our little piece of heaven, we call it Ooraminna. I hope you all have a lovely night...You will be pleased to know that you are the very first group of people to come here for what is now over four years.

Ooraminna was running as quite a successful venue, catering for lots of happy people, just like you, but unfortunately, my hubby of over 45 years, and the love of my life, was killed in a mustering accident in April 2011...I walked away from it all...and have only just started to open Ooraminna up again...so I'm pretty excited to see you all here.

We started Ooraminna up for two reasons. One to pay the bills due to droughts and debts, for Deepwell Station, and the other, to pay for the bills that accrued from sending the children all off to boarding schools...!!

I didn't go to boarding school myself, my mother used to say..."if you don't behave...I'll send you to boarding school"...so when it came time to send my 11 year old daughter to Adelaide, all 1500 kilometres away, I was really upset...I cried myself to sleep night after night, and by the time it was time to actually put her in...I was so bad, I collapsed in the toilet at the Flinders Lodge hotel in Adelaide...it was such a wrench..

The following year, when I returned.. by this time...much happier to see her off.. there was another lady there, tearful and apologising to the boarding house mistress for her tears...I shuddered when I heard the housemistress say..."see that lady over there...pointing to me...you should have seen her last year... she was an absolute mess!!" Miss Turner has now retired, but she had the measure of all

those girls at Pembroke. Jenny my daughter matriculated, had her BE before she was 21, and is still a wonderful caring teacher here in Alice Springs to this day.

The boys on the other hand...were different ...where Jenny, although she wouldn't have been in the top 10 by any means, would put her head down and was determined to succeed. The boys didn't care...who needs education to poke along behind a mob of cattle.....I was just as upset when I dropped my second child into Scotch College...I had looked at the boarding house, it seemed like there were beds jammed in everywhere, ...I went back to the Grosvenor Hotel, but found myself in a stark room, all white, one bed, one TV and no one to talk to...he was in a much better place.. and whilst I was tearily ringing Bill at home sobbing my heart out, apparently he and his new found mates had been having a big pillow fight and were even up on top of the room dividers separating the beds... having a whale of a time...until they were caught!

The hard thing for these kids is that whilst they are home, doing School of the Air, they are allowed to drive vehicles, help muster on horse back, and play a big part in station life, they are home with family all day...every day... school is either on the dining room table or in the next room...everyone who visits says hello to them, they are almost treated as adults... then when they go away to boarding school,

no one knows them, they are just a pebble on the beach sand of life, they've never been in a normal school room, mixed with many kids, never been away from home, and not street wise at all. It is a big change, and they do it very hard for quite some months.

Having said all this, they all say they did enjoy these years, and they learnt things other than the three R's...like how to go shopping in the mall, how to get to the airport and onto a plane, how to enjoy team sports, instead of mum trying to kick a flat football, plus the finer arts, and some music other than Slim Dusty.

The friends they met at boarding school are the friends they still hold close today, even though they are miles apart.

I guess I've just told you everything you already know, but my version is from the other side.. as a mum who sadly had to part with her kids at an early impressionable age, and now a nanna of nine. One of my grandsons is at St Peters in Adelaide today and loving every minute of it.

Anyone who can take full charge of a group of children as you do...full of life, at an age where they know everything, the hormones are raging, and you manage to turn out wonderful well balanced little citizens...I take my hat off to you all.

Enjoy your night.





Parents' Impressions Matter

AUTHORS

Mark Vincent
and Naomi Miller
Insight Plus

After working in and with schools for more than thirty years we have come to the simple conclusion that the boarding enrolments in your school are driven by just five words' "Is your child happy at....(Insert name of school)?" On the face of it, you would think that it is the child's experience of boarding that influences the reputation of a school's boarding house but don't underestimate the experience of parents in the equation.



Parents talk to parents and word-of-mouth endorsement is vital because their, that is to say, parents' boarding experience, is intangible. You can't touch it, feel it, taste it or take it home for a week and, except in very few instances where boarding houses have adopted niche positions in the market it is difficult to distinguish one boarding school from another.

Trust between staff and parents is at the heart of relationships so prospective parents with no previous experience of boarding schools rely on others to guide their choice. The question 'Is your child happy at...?' might, in fact, be more accurately expressed as 'Which school should I trust?' So what do parents do? Before making a decision, they consult other parents about their experiences.

In this way, word-of-mouth marketing will always be your best source of boarding enrolments and the formula is relatively simple. Word-of-mouth is driven by favourable impressions, favourable impressions are influenced by positive interactions and the majority of parents' interactions are with staff. So what is your most powerful marketing asset? Experience tells us that the staff are every boarding house's most valuable marketing asset - more so than a prospectus, website, blog, billboard or television advertising.

Independent schools operate in the services sector and so it follows that the most effective way of generating word-of-mouth is to provide outstanding service to both students and their parents. In essence the level of service offered is a result of the attitude staff adopt. You must be reliable; you must exceed expectations; and you must be obsessed with communication.

We know through extensive research that reliability is the most important aspect of the service you provide. You must do what you say you will do, and do it consistently. No questions, no excuses. How often do boarding staff make promises to parents and then fail to follow up? Nothing irks parents more than a failure to deliver on commitments. You break a promise and you damage trust.

You must also exceed parents' expectations and you must let them know you have done so. The second part of this advice is crucial. Exceeding parents' expectations by going out of your way to enhance a student's boarding experience, or to improve their situation in some way they didn't expect, invariably results in one parent telling another about the sensitive or professional way staff managed the situation. If parents don't know that you have 'gone the extra mile' then they will simply believe that what



you've done for them or their child is the norm.

You must also become a 'communications nut'. There is an axiom that we strongly subscribe to and that is, 'communicate more often than you currently do and more often

than you think you should'. C. Northcote Parkinson wrote, 'the vacuum created by a failure to communicate will be quickly filled with rumour, misrepresentation, drivel and poison.' And schools, as you know, are rumour mills. Informal communication works best - a phone call to reassure a parent of their child's progress, a forum in which you invite some parents for coffee and a chat or, perhaps, a hand-written note (never underestimate the power of the pen in a digital age).

So there you have it. Reliability plus exceeding expectations as well as an obsession with communication with parents adds up to a powerful solution for both building trust and ultimately sustaining boarding enrolments.

About the authors

Mark Vincent is a Director of Insight Plus a Brisbane-based consultancy that specialises in strategic planning and workshop facilitation in the corporate and education sectors. In addition to his consulting work, he is Chairman of one of Australia's largest automotive groups and is an ordained Anglican Priest. During his teaching career he was an Assistant Housemaster at Auckland Grammar School. Naomi Miller is an Associate of Insight Plus and has worked in the professional services and education sectors in a variety of managerial and consulting capacities. Insight Plus has worked with more than 150 schools in Australia and New Zealand.





HOW SOCIAL MEDIA IS EVOLVING

Simon Noakes, managing director at Interactive Schools gets his crystal ball out to see if he can predict the future of social media.

2015 was an eventful year in the social media calendar and has definitely thrown in some surprises to keep us on our toes.

Never make predictions, especially about the future. So said Mark Twain, Yogi Berra or Niels Bohr – or possibly all three. With the ever-changing social world, it is impossible to predict everything that is going to happen. But let's be ambitious and summon all our knowledge and powers here to predict the future of social media in 2016.

2015 Predictions

Firstly let's take a look at our 2015 predictions, and how they turned out.

1. Filtered Twitter feed – ✓
2. There will be a battle for video – ✓
3. Better social analytics – ✓
4. Social conversions – ✓

So we didn't do too badly with our predictions last year, but it's high time we looked at 2016!

More Twitter characters #JacksBack

The return of Jack Dorsey as CEO has prompted Twitter to make wholesale changes. Abolishing 'favourites' really makes a statement about Dorsey's intent as Twitter CEO. The 'favorite' button was the service's primary way for users to signal agreement, acknowledgement, laughter and support etc and this has been replaced with 'likes,' to be represented in its apps and on the web by red heart icons. The changes also apply to Twitter-owned Vine.

"We want to make Twitter easier to use, and we know that at times the star could be confusing, especially to newcomers," product manager Akarshan Kumar said in a blog post. "You might like a lot of things, but not everything can be your *favorite*."

For many years, there has been debate whether or not Twitter will abandon its trademark character limit. Is 140 enough characters? It's quite likely that most Twitter users have struggled sometimes to get their message across within the limited character count. We would never want Twitter to suddenly allow the world to write sonnets and go on 5,000 word rants, however, there is room for Twitter to manoeuvre on its strict 140 character policy. So 2016 should be the year when we finally get to say a little bit more on Twitter.

UPDATE: Social media is already changing, Twitter exploded on 6th January when rumours started circulating about a new 10,000 character limit. Jack Dorsey posted a message on the social network confirming that changes are coming. According to the initial report, Twitter has been working on a feature that will allow users to tweet longer messages, potentially as long as 10,000 characters (which is the current limit for Direct Messages on the service). The current version of the feature will reportedly hide a majority of the content on a user's timeline, allowing them to click through for the extended message.

Moving away from TV

Smart TVs and streaming software such as Chromecast and the Amazon FireStick has further bridged the gap between computers and television. Everything we watch on television is available online and as we can now watch live television online, we are rapidly moving further and further away from our traditional television set.

The BBC has recently announced that BBC3 is moving to a completely online television channel. This is a real first for a major (and popular) television channel. Television is quickly becoming old media and by bringing television online it can be merged with social media. It will be interesting to see in particular how BBC3 structures its online innovative television platform and how much user interaction and social media it incorporates into its revolutionary service.

We predict that we will see Snapchat become the next generation TV network. The way we consume media has changed forever, smartphones are the new TV and Snapchat is already recognising this. Anybody in the world can now have their own TV show, and your school is no different so now could be the time to set up a channel on YouTube.

Periscope inside Twitter and live streaming

Although live streaming has been around for a few years now it hasn't taken off to the extent that we feel it should have done. But Periscope has over 10 million users and the equivalent



of over forty years of video is watched daily. Although this may sound like a lot of people, having the ability to live stream from your mobile device and capture amazing stories to share with the world is a fantastic power to have in your pocket. The rise of the autoplay videos across all social media is making videos much more accessible and many statistics prove that tweets with pictures and videos are far more engaging than simple text tweets.

We predict in 2016 that Twitter will allow you to tweet out the visual live stream instead of simply tweeting out a link to your Periscope. If this works, it could see the real launch of live streaming.

With 645 million users, Twitter hosts the perfect platform for Periscope to take off and for users to easily share their live streams. Facebook has begun to get into live streaming and with the improvements in broadband speed and bandwidth, we should expect to see live streaming incorporated within our social feeds.

The question is who will launch first? Our money is on Twitter.

360° videos and 360°live streaming

In March 2015 YouTube announced that it now supported 360° videos. This is a really smart feature of YouTube, which has slipped under the radar. It allows users to experience video in a completely new and immersive way.

We predict that in 2016, video will become far more interactive on YouTube and users will be able to engage with videos in more ways than simply liking and commenting. Adding 360° video to YouTube's live streaming service would allow users to see what someone else is seeing and be involved in live events.

The 360° video is just a small step for YouTube. With social media becoming more and more engageable YouTube surely must add more features for user interaction. It would be very surprising that if in 2016, we didn't see more of these videos going viral and companies making the most of this YouTube feature.

One-click purchasing on social media

Led by Facebook, social media is aiming to become a one-stop-shop for everything online. If reading, interacting, and discovering can all be done on a single platform, why can't shopping be added to the mix? It took Amazon years to get its patented one-click mechanisms working correctly, but, once nailed, Amazon made a killing. In 2014, they had sales of almost \$90bn.

As these social platforms increase the use of the 'buy now' buttons, they receive a share of the cash. These features have been lying dormant for too long for these sites (especially Facebook, Pinterest and Instagram) to ignore any longer. Expect to see these buttons popping up everywhere. Expect to fall victim to them and make more impulse purchases than ever before. Expect to see more and more products you fall in love with, thanks to the big data that's available about you. We upload a wealth of information to our social media profiles. Relationships, interests, dislikes

"I look to the future because that's where I'm going to spend the rest of my life" – George Burns

Lights Out

even our dating preferences. Our social media profiles are goldmines for retailers!

The bold (risky/unlikely) predictions

Snapshot for sale?

Facebook is the world's biggest social media network with a staggering 1.4 billion monthly, active users and in 2013, tried to buy Snapchat for \$3 billion. With Snapchat now estimated to be worth \$19 billion Facebook may try to buy Snapchat again this year before it soars out of its price range for good. In November 2015, it was announced that Facebook had begun testing Snapchat-style messaging to integrate into its messenger service. However, since then, we have really heard nothing of Facebook launching a rival app. Even if Facebook did launch a rival app it would be naive to think it would be able to combat Snapchat which is quickly becoming a giant of the social media world with over 100 million daily active users.

If Snapchat continues to grow at its current rate it will become a real danger to Facebook so it would be wise for Facebook to buy Snapchat before it grows into a giant that cannot be stopped! Now that Snapchat is profitable and offers paid features it has the platform to one day rival Facebook and Twitter, but if Facebook could acquire Snapchat it would dominate the photo sharing market. So, we predict that in 2016 Facebook will try again to buy Snapchat.

Wild (maybe too futuristic) predictions

Battle for news

Apple (news), Facebook (instant articles), Twitter (moments), Flipboard and Google (Newsstand), are all in the battle for news.

A big part of social media is sharing news, stories, and content. To make the UX faster and more enjoyable, the big guns are creating 'native' publishing platforms in an attempt to move content to their applications. It's possible that Twitter is looking to increase the character count of tweets in order to encourage people to publish news directly to Twitter, instead of linking to a third party website or app. With Moments, Twitter clearly feels news is a big part of its long-term strategy. Our prediction is that eventually, schools won't publish news to their website CMS in the traditional sense, but instead to multiple social channels as native news.



Vertical video

When you think of video, you think of landscape, widescreen content. That's because since the existence of video, they have always been consumed on landscape devices.

This is beginning to change since the emergence of smartphones with video capabilities.

Smartphones are designed to be used in portrait mode. However, we switch to landscape for video, because that's the way video has been designed.

But why does that have to be the case? We only tend to use a landscape orientation for video (and occasionally for gaming), when everything else is done in portrait.

Snapchat is one of the first (and certainly the biggest) adopters of vertical video. The majority of their video content is portrait, and all of their Discover channels use vertical video.

Periscope, and Meerkat both use vertical video too. They understand that smartphones are the new TV, and the future is in vertical video.

Our prediction is that other social channels (likely YouTube) will be fully supporting vertical video, and that vertical video will become more widely used. Schools will be creating more vertical content, and perhaps we'll see the first vertical video film/TV series.

Our bet is on Netflix being the first to produce this.

Messaging apps – the new operating system

We will see messaging platforms beginning to replace the traditional operating systems this year, as companies develop apps for messaging platforms, as well as (or instead of) iOS, Android etc.

People are spending more and more time with messaging apps, and the big messaging players know this. WhatsApp has sent as many as 64 billion messages in a single day. That's a lot of questions being asked, people communicating, decisions being made, collaborations occurring – why can't the messaging apps provide extra value with these actions? If you're organising a holiday with your friends within a messaging app, why shouldn't the app facilitate the ability for you to book flights. Why do you need to leave the app, and open another one?

WeChat (the dominating messenger in China) has already built a semi-open developer platform where people build their functionality/ apps within the WeChat framework. Users can read news, shop, order food/transport and more. The popular Western messaging apps (Messenger, WhatsApp, Telegram, Snapchat) have all started to show signs that they will follow in the footsteps of their Asian counterparts.

Facebook Messenger, for example, has partnered with Uber to enable people to order a taxi directly within the app. So instead of organising a meet-up with your friend and having to leave the Messenger environment, you can now do it within the app.

Building apps within a messaging platform creates a shortcut to meeting the needs of users.

How does your school use social media and what successes did you have last year using your chosen platforms in 2015? Why not let us know on twitter @the_isba or on Facebook: <https://www.facebook.com/The-Independent-Schools-Bursars-Association-ISBA-651496534953901/> Or visit our ICT forum at: <https://members.theisba.org.uk/member-tools/forum.aspx>

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First Year Teacher, First Year Boarder

Lessons Learnt

AUTHOR

Casey Brealey
Boarding Staff
Toowoomba Anglican College and
Preparatory School

Sitting down in the final week of the 2015 school year, it is hard to comprehend everything that has happened in the last 12 months. Looking back, it is truly hard to know where to start: the relationships, the frustrations, the fun times, the tough times, the intelligence, the spontaneity, the long hours, the laughs, the tears, the touch games, the late nights, the deep and meaningful conversations, the sing-alongs... I guess this summarises the rollercoaster ride of boarding!

I should start by giving you some insight into my circumstances. Last year I graduated from The University of Queensland with my Graduate Diploma in Education (after completing a Bachelor of Media and Communication and a Bachelor of Business). Before graduating, I excitedly accepted a teaching and boarding position at TACAPS (Toowoomba Anglican College and Preparatory School). I can say, without hesitation, that this was one of the best decisions I have ever made. However, that's enough about me!

Upon arriving at TACAPS I instantly felt the impact of the boarding community on the school as a whole. I was quickly embraced by this community and never felt isolated, alone or on the outer, despite having moved away from my entire support network in Brisbane. It amazed me how accepting the students, staff and school were of the new city slicker! Within days I can safely say that I had wholeheartedly embraced boarding and all that came with it. However, I certainly had a lot to learn.

In a way, I found it easy to identify with the students for my first six months. I had been uprooted from my home and family and I was falling into a whole new set of procedures, routines and living conditions. I think this really helped me to understand

the struggles from their point of view. Like the students, I quickly adapted, found my feet and fell in line with the boarding lifestyle. Stepping outside of my comfort zone and away from my safety network taught me a number of things throughout the year and granted me opportunities that were not previously available. In my first year of boarding I learnt a plethora of valuable lessons, as a professional and as an individual. I thought I would take this opportunity to discuss just a few of them.



Juggling Act

One of the first lessons I learnt is time management. Life in boarding is a constant juggling act. Between teaching, coaching, boarding duty and "life outside of school", it is important that you plan, coordinate and utilise time effectively. Along with time management, the work ethic of the staff in boarding is exceptional. I am often in complete admiration of my colleagues in boarding, especially the House Parents.

Their dedication and commitment to the students is completely unrivalled and it is wonderful to see people who genuinely love their job. Boarding schools simply wouldn't function if it were not for these people who go above and beyond the requirements of their job every day. I have learnt that boarding requires you to give up significant parts of your social life.

However, it is often easier to make these sacrifices when your time is spent with lively and energetic young people. It is very hard

to be upset or disgruntled when you are laughing or kicking the footy with a great group of kids.



Mutual Respect and Relationships

Secondly I learnt that boarding breeds unique and very genuine relationships. The little things, like eating together, really solidify the depth of these relationships and build the mutual respect held between the staff and students. As a teacher, you aim to build relationships with all for your students, but due to the nature of boarding and the significant amount of "down time" shared with the students you can learn so much more about them. I find that it is in the times where the students have really "let their hair down" that these relationships truly prosper. Life is often so busy in schools and it leaves little time to just share stories, laugh and have genuine discussions. This down time is also the perfect opportunity to incorporate informal pastoral care.

One of the best things I have done this year is set up a Wednesday night Tea Club for the senior boys. It is amazing how much more forthcoming with information the students are with a beverage in their hand. During this time on a Wednesday night, the boys share concerns, issues, trashy gossip and acknowledge progress. This also forms as a valuable reflection time on the week that has been and we often develop group strategies to deal with problems. It is wonderful to see the way boys support each other and weigh in on adult discussions. I often facilitate and let the boys talk through their problems without much intervention. I am frequently surprised by their maturity and resolve in these sessions.

Genuine Interactions

As a first year teacher you are often lectured about protecting yourself online and ensuring that the children do not find out "too much" about you. At the start of the year I took this advice on wholeheartedly, making myself a "ghost" on social media and even avoiding personal questions when talking with students face-to-face. Whilst I am still extremely protective of my online presence, I have gradually become more accustomed to sharing personal information about myself with the students. I have learnt that it is important to let your guard down at times. In fact, I now really enjoy sharing stories of my youth, talking about my family and giving the students insight into me as a human and not just a teacher. The students also enjoy this insight and they now often ask me to repeat the story about the "chips" or the "jumping castle". I also found that students are more likely to open themselves up to sharing after you have taken the first step.

One of my favourite days in boarding this year was when my fiancé came to our Friday afternoon BBQ (a weekly ritual). Although she was instantly swarmed by students, it was great being able to share my world of boarding with her. It was nice to see that the students were genuinely excited to meet a person that plays such an important part in my life. That afternoon exemplified the merging of professional and personal lives that occurs in boarding on a daily basis.



Embracing Community

This year I have learnt the importance of embracing the community. When you live on campus, the students are very aware of your movements and they definitely notice when you're not there for key events or important dates. If you work in boarding you need to quickly adapt the 24/7 nature of a school and avail yourself, as much as possible, to the community when you are needed. Of course, it is important to continue with your own life and "escape" every now and then; however, the sacrifices

that you make do not go unrewarded. Interestingly, once you commit yourself unflinchingly to the community, the sacrifices become easier to make. In fact, you find yourself wanting to be a part of these key moments and thoroughly enjoying every minute that you are on duty.

Not only do you need to embrace the community in which you live, but you also need to be aware of what is going on in the students' home communities. The students love talking about home and they are the best source of research. I have learnt so much about cropping, mustering, hand-rearing poddy calves, coffee roasting and more throughout the year, just by talking with the students. They can sense your interest and really appreciate the effort, even if it does take a little explaining and repetition to understand some of the concepts. Aside from my student sources, I have found it useful reading magazines like Queensland Country Life to keep in touch with the regional communities. Additionally, it is important to engage with these communities in person. One of the best experiences of the year was our inaugural Emerald Tour. We took 23 students (boarders and day students) 8 hours North-West to play Rugby 7s in sweltering heat. The boarders were in their element and a few of the day students had their eyes well and truly opened. We had a number of families drive (up to 5 hours) to visit, watch the students play and have a meal (and a beverage) at the bowls club.

This trip typified what boarding is about.

Additionally, I have seen the importance for schools to have representation in these communities. Earlier in the year, our Head of School and Head of Boarding made the effort to attend the Isolated Children's Parents Association Annual General Meeting in Cloncurry. This was greatly appreciated by our parents. A commitment to rural Australia holds a lot of weight with the boarding families. Personally I am very excited, as I am "hitting the road" in December and traveling 24 hours North-West to Burketown, stopping along the way with different TACAPS families. I am sure this will be a wonderful trip and I am excited to see the boys I work with in their own environment.

Understanding the Parental Sacrifice

Finally, along with understanding the rural communities, I have learnt that you must understand the sacrifices that the parents and students make to receive a good education. No parent wants to spend 40 weeks of the year separated from their

child. Understanding the anxiety and stress that comes with this is key in developing relationships with these families. I have learnt that the little things go such a long way. A simple email to a parent with a picture of their son winning "Best Forward" at the rugby break-up may make their day, or even their week. Although it may be a little time consuming, trying to provide the parents with as much information as possible and making yourself contactable as a teacher and boarding staff member makes the experience for parents a lot easier and less stressful.



Wrap-up

For some of the more experienced boarding staff reading this article, none of this will be new information. I must say that there is certainly no substitute for experience when it comes to boarding. This is typified by my mentor Ian Basset, the Head of Boarding at TACAPS. However, I thought that this article could serve as a reminder of some of the valuable lessons that are learnt in the early years of a boarding career. I want to make it clear that I am certainly no authority on boarding life and I am sure I will learn just as much, if not more, in my second year. I guess the old cliché certainly rings true in boarding, "you learn something new every day."

So as the year draws to a close, I feel a range of emotions. Firstly... relief! It has been a huge year and the non-stop nature of boarding school has definitely taken its toll on me. However, I honestly cannot wait to do it all again next year! Although the end of the year brings much excitement, it also brings sadness. In 4 days' time I will have to say goodbye to a number of students who I have formed close relationships with; students who I have eaten with, played touch footy with, had arguments with, laughed with, and most importantly, lived with. I am sure this will be extremely difficult; however, such is life. I just hope that I have done one thing or taught them one lesson that might stay with them for years to come. That is the beauty of the job.



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Boarding Life

Creating the Right Conditions to Learn, Grow, Flourish!

AUTHOR

Chris Menage
The Peninsula School

2015 was both daunting and exciting.

Daunting because it was my first year as a Head of House.

Exciting because it was an opportunity to truly shape an educational environment.

As educators, we are in the privileged position to influence a student's journey towards self-actualisation. This is done in a myriad of ways, by all different types of educators, whenever we endeavour to "create the right conditions" from which a student's talents may shine.

We often witness this in schools. When seeing students truly extend themselves, we instinctively know that they have not only achieved the expected learning outcomes, but rather something far more enduring and meaningful. Potentially a character building and enlightening experience. Boarding life offers such opportunities on a daily basis. By focusing on students' capacity to learn from real life experiences in their boarding communities (not just what is learnt from an academic perspective), we are affording students much needed opportunities to Learn, Grow and Flourish. In fact, it can be argued that the actual content that is learnt might become symptomatic or a by-product of that holistic/integrated process. This pedagogical philosophy is well summarised in the OECD paper: The Nature of Learning (<http://www.oecd.org/edu/ceri/50300814.pdf>).

Much ink has been spilled over the relevance or efficacy of different curricula or various educational pedagogies. The intention is not to claim that one is better than another. Rather, in my first year as Head of House I reflected on what was important to me in the bigger scheme of things - was it that students followed processes and learnt information to be regurgitated like automatons, or whether they were genuinely and authentically engaged by

taking ownership to shape and contribute to an activity or initiative? Interestingly there is an increasingly vocal call arguing for the need of 21st century education to focus on the 'whole child'. As a society we've moved from an industrial age (factory) model of education to now arguably recognising a need to not only challenge our youth academically, but at the same time provide the wherewithal skills to excel in the careers/pathway they will choose throughout their lives. And they will choose several! There are many different vehicles/programs that



facilitate this almost utopian goal in our schools. They come with different labels: Phenomenon Based Learning in Finland, Project Based Learning in the US, Design Thinking in Australia, Education 3.0 in the UK and Character Education. Neither are right or wrong, all are designed to suit their context and their student demographic. Essentially all try to find the best possible way to develop adaptive life/people skills in our youth. Because, when we do - it works! So while a traditional expectation might have been that education was typically only found in a classroom, there is increasing anecdotal, as well as qualitative and quantitative, evidence to suggest the true educational and wellbeing needs of a child are intrinsically linked to a holistic

approach. Whether described as "flow", optimal engagement, appreciative inquiry, learning by doing or positive education, there are a plethora of programs reflective of this evolving educational landscape and all promote a similar ethos.

Activities designed with experiential learning in mind target exactly that: the wellbeing needs of the whole child. Importantly, this is where Boarding Houses play such a crucial role because the interactions arising from residential life

arguably provide endless opportunities to implement such initiatives.

The underpinning philosophy implemented at The Peninsula School is Positive Education. Jaffray House, the Boys' Boarding House for 50 international students at The Peninsula School, is fertile ground to promote positive education initiatives and 2015 provided an opportune time to do just that. For example students designed their own time lapse video of their community to share with their parents (<https://www.youtube.com/watch?v=Ye-TxbsFJh4>) and a student photo competition was initiated with a canvassed copy placed in the House. We also implemented a pastoral care program consisting of Aikido



for the Yr 11s and 12s as well as a 'Drumbeat' music program for the Yr 8s - 10s. Drumbeat initially came out of an initiative by Holyoake in remote communities in WA and is based on research that shows students who experience difficulty acclimatising to social situations benefit from expressing emotions and communicating through music and repetitive physical action. The drumbeat program addressed each aspect of Seligman's PERMA model. The universal nature and importance of relationship issues allows drumbeat musical programs to maintain relevance across socio-economic contexts, cultures, genders and age groups. Over 9 weeks students learnt to express their emotions in healthy ways and work as a team via the drums. What we found was that many of the challenges faced by international students can be alleviated through this process that fostered opportunities for meaningful relationships and time spent together sharing experiences. This, as well as their sense of accomplishment after venturing beyond their comfort zones to perform on stage in front of the senior school (see: https://www.youtube.com/watch?v=n_LEla4KhqA), added value to our students' experiential learning. It will give our boys greater purpose and meaning because, after all, positive emotions, healthy relationships and a sense of achievement are key building blocks of happy and productive

lives. Another key initiative undertaken in 2015 was a cross curricula and cross year program. The Year 1s in our Early Childhood Centre and our male international boarders in Years 8 - 11 originating from China, Vietnam, Thailand and Japan met over the course of Term 4. Marcel Proust, the French novelist, observed that the real voyage of discovery consists not in seeing new lands but in seeing with new eyes. Well, during these sessions the two groups interacted and learnt together in what can only be described as an experience that enables them to "see with new eyes"! The focused energy, engagement and enjoyment during these sessions was palpable. The young children were only too keen to demonstrate the wonders of the trickle stream and soon all budding engineers were constructing dams and redirecting water. The sporting students bonded over impromptu basketball and soccer games (where working together resulted in some creative defence and goal scoring), whilst others enjoyed quiet one-on-one time chatting and learning a few words in an unfamiliar language. The students spent time in the classroom where the younger children demonstrated to the boarders how to tinker with machines such as vacuum cleaners, scooters, bikes and fans. All were focused on working together to solve the mystery of deconstructing something in logical order. A breakaway group formed

where paper planes were designed and flown. The children were in awe of these more complex designs and were eager to work together to create more and more efficient planes. The powerful life learning outcomes and deeper meaning of these sessions was cleverly summed up in the reflection of one young student who, during the debriefing segment, maturely stated: "I learned that if you are brave (by taking a risk in trying something new), you can make lots of friends".

Looking back, the first year as a Head of House generates mixed emotions. On the one hand it was rewarding to achieve some goals. On the otherhand there was always a desire to achieve more. An important lesson learnt was that pragmatic realism is essential when managing change. Appreciating the notion of gradual incrementalism was a lesson well learnt. This year we will continue to engage in place & space activation as well as students' "6 senses" by designing a Street Art Mural and installing a music sound system around the house. 2016 therefore presents yet more exciting opportunities to create a vibrant community in which students in our care are able to Learn, Grow and Flourish.





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Anna's Reflection

Western Cape College

AUTHOR
Anna Dick
Western Cape College

My time here at Western Cape College has been an awesome and wonderful experience during high school. I've been here for almost three years and developed a strong relationship between the amazing staff at the Residential Campus and the School that supported, cared and encouraged me to thrive for success. Leaving home for me made me feel like I had to become independent on my own and although there were really tough times, I've learnt to overcome it and move on. I grew a special bond with my fellow boarding students over these three years - especially with the girls. There were times when we fought and times when we laughed. But it has been a very special connection and that is what I'll miss.



My academic part of school completely changed once I reached grade twelve. At first I doubted myself thinking that the work would be hard and that I wouldn't make it. But honestly it just takes step by step; no rushing. Time management is very useful, so use it wise! Boarding school helped me to become self-aware, that I needed to decide on future career pathways and knowing that it is a big, scary world out there and that's why I'm thankful to gain some life skills such as getting up in the morning, arriving on time, organisation, knowledge, independence, dealing with conflict, being reliable, responsible and leadership roles such as Boarding Captain in 2014 and Student Boarding Council member in 2015.



They have been so supportive in helping me achieve my best. Even though the rules and routines were strict, it gave me a sense of discipline and expectations. Both the School and Res gave a lot of career opportunities to not only just me, but to everyone within the college. There are people who make me feel safe, inspired, trusted and people I can talk to. It's really sad that it's my last year at WCC and I am going to miss everyone - especially the Residential campus.

Thank you for everything and good luck to all fellow students and staff.



Knit for Newborns Campaign

AUTHOR

Georgia Williamson
St Hilda's School, Gold Coast

Discovering the age-old craft of knitting via YouTube and her grandmother has been a bonus for Georgia Williamson who set out to help premature babies born in poorly resourced medical facilities in Port Moresby.

The bubbly Year 12 St Hilda's boarder from Murwillumbah in NSW was moved by the plight of marginalised women having to struggle to care for their young infants in conditions of extreme poverty.

"I wanted to help these women and their tiny babies by trying to give them things they needed urgently," said Georgia. "My mum and dad work in PNG and I have seen

how difficult it is for women with young babies. My parents told me the best thing would be to knit tiny beanies, booties and blankets, which could be transported easily to Port Moresby."

That's where the idea became fun and challenging for Georgia, who had never before undertaken a social welfare project - and, didn't know the first thing about the 'old-fashioned' craft of knitting.

In just two short weeks, Georgia has learned the basics of knitting and recruited sister Abbey, as well as dozens of fellow boarders, classmates and staff to join the campaign of 'Knitting for Newborns'.

More than 40 knitted items have been completed by the girls and staff and will be transported to PNG by Georgia's father Paul Williamson. *"Knowing that all the items we produce will find their way to these disadvantaged women and their babies, is helping to get so many people involved with the campaign,"* said Georgia.



She said that hospital in Port Moresby, which catered for disadvantaged mothers, also was in need of support with just two humidity-cribs available for premature



babies. She believed there were as many as 60 babies being cared for in the hospital at any one time and that there are limited facilities for mothers to stay in the hospital near their babies when infants require ongoing care.

The 'Knitting for Newborns' campaign was launched at Boarders' Chapel and quickly became a focus for boarders and girls in Georgia's Pastoral Care group. *"I am really surprised about how happy and willing everyone has been to get involved,"* said Georgia.

"Some of the girls knew all about knitting and have been teaching us how to do it. They were really happy to get on board because they knew how to knit, but didn't have a project. Other girls have watched knitting lessons on YouTube!"

The first delivery of items will be made mid July but Georgia is keen to keep knitting for the rest of her final year of school to help as many mums and babies as possible. *"We will get photos of some of the babies wearing their beanies and booties and I am looking forward to sharing those with all the people who have helped in the campaign,"* said Georgia.

CHALLENGE DISCOVER ACHIEVE

"Our recent trip to the USA on a basketball tour was an experience of a lifetime for staff and students alike. Every detail in our itinerary was carefully considered and meticulously planned which ensured quality. The staff at Student Horizons live by their mantra 'Challenge, Discover, Achieve' and this was exemplified in all our planning, communication and opportunities. It is without hesitation that I recommend their services to you."

David Rushmore, Tour Leader, St Peters Lutheran College
USA, Basketball Tour December 2015

In October 2015 we received a tour enquiry from St Peters Lutheran College in Brisbane. Seven weeks out from departing on their USA basketball tour the St Peters teachers shared with us that they had been let down by the travel provider they had originally booked their tour with. They asked us if we could help them out.

With only seven weeks to go and nothing booked at all we accepted the challenge and in true Student Horizons fashion the team rallied and we went about delivering on our promise to provide the school with an exceptional basketball tour, with safety being of paramount importance at all times. The tour we delivered for St Peters took them through Los Angeles, New York, San Francisco and Sacramento, playing five games and a tournament as well participating in a number of professional coaching sessions. Aside from the basketball they attended live sports games, took in iconic sites and had bucket loads of fun discovering new cities with their mates.

Despite the incredibly short amount of time to organise the whole tour, our robust processes, relationships, networks and partners enabled us to provide a seamless touring experience for all involved. Kaitlin Reif (our American Team Member) looked after the group in the USA from start to finish and did a world class job enabling the staff to focus on the basketball coaching and the pastoral care of the students.

"The St Peters Lutheran College Basketball trip to US in December 2015 was an amazing trip. With Student Horizons in charge of organisation pre-tour and their tour rep Kaitlin with us on tour to take care of the logistical side of things, it made for a great trip. Even though it was an international trip, it was one of the most stress free school tours I have been on. I would definitely use Student Horizons again for a school tour!"

Jeremy Lohe, Tour Leader, St Peters Lutheran College
USA, Basketball Tour December 2015



Challenge, Discover, Achieve; These three words describe the guiding principles behind all that we do here at Student Horizons. As specialists in organising international sport, music and educational tours for schools in Australia and New Zealand, our goal is to provide students with an unforgettable overseas experience that is safe, well coordinated and beneficial for their personal growth. By challenging students to discover their strengths, our desire is to see them achieve greater self awareness, confidence and ultimately to help them raise their aspirations. I am particularly proud of the way our team lived by our mantra in turning around St Peters Tour situation at such late notice.



AUTHOR

Jamie Wansey
Owner/ Founder – Student Horizons



New Principals

All Souls St Gabriels School Charters Towers



Darren Fleming
Headmaster
All Souls St Gabriels School
Charters Towers, QLD

As the 2016 school year commences, All Souls St Gabriels School has farewelled retiring Headmaster, Mr Gordon Royall, and welcomes Mr Darren Fleming as Headmaster.

Mr Fleming, previously the Deputy Principal at Whitsunday Anglican School in Mackay, was initially looking at positions overseas or in remote areas within Australia. He was quickly won over by the All Souls sense of pride and strong community. Mr Fleming is very keen to be part of the next phase of development of the school and the rewarding opportunity to engage with the students and community at All Souls.

Mr Fleming began his career as a Foundation Member at Mowbray College in Victoria before making the move north to West Moreton Anglican College in Ipswich where he held positions from Head of Physical Education to Dean of the College. Since 2009 Mr Fleming has held the role of Deputy Principal at Whitsunday Anglican School in Mackay, also relieving as Acting Principal in 2013. Mr Fleming also enjoys voluntary community work, this includes his contribution to Interact Club, the youth division of Rotary, and by serving on the planning committee of Whitsunday Voices Youth Literature Festival and Mackay Children's Holiday Camp for students with special needs.

With a Master's in Education, Bachelor of Education and Diploma in Teaching, Mr Fleming comes to All Souls more than qualified but it's his compassion and enthusiasm to working with young people and his drive to see them succeed that will make him a true asset to the school. Mr Fleming offers a collaborative style of leadership, an approach that seeks to encourage and develop the skills and abilities of both staff and students, he also looks to continue the great work of the dedicated staff, parents and school supporters with a focus on expanding the current programs that are on offer at the school to cater to the growing needs of our youth in our region. Darren's wife Wendy, who is currently the Assistant Head of Middle School at Whitsunday Anglican School, will be joining him in his move to Charters Towers, while their daughters, Emily and Jessica attend University in Brisbane studying Occupational Therapy.

Ballarat Grammar Ballarat



Adam Heath
Headmaster
Ballarat Grammar, Ballarat, VIC

Mr Adam Heath has commenced as new Headmaster of Ballarat Grammar. Mr Heath, was previously Middle School Principal at Kristin School in Auckland, New Zealand.

Mr Heath was educated at Geelong Grammar. From there he pursued qualifications in Outdoor Education at Latrobe University, and he has more recently completed a Master's course in School Leadership, with first class honours, at the University of Melbourne. After early teaching experiences at Mallacoota and the UK, Mr Heath joined Caulfield Grammar at Yarra Junction, where he became Head of Campus. In 2005, he was appointed as the founding Head of Middle School at Scotch Oakburn College in Launceston, where he presided over the development of innovative learning programs and facilities which have achieved national recognition.

Mr Heath's leadership continued to inspire excellence in research-based educational practice at Kristin School, where he began in 2009, and where the International Baccalaureate is offered. He has been appointed by the International Baccalaureate Organisation to represent schools across the Asia-Pacific region.

With clear interests in internationalism, service to community, leadership and environmental literacy, Mr Heath is well-equipped to further Grammar's involvement with Round Square. Mr Heath's siblings are farmers near Camperdown, so he has personal connections with Grammar's boarding and agriculture interests.

Joining Mr Heath will be his wife, Kylie, and their children, Tess, Tilly, and Lachie. Mrs Kylie Heath will be bringing her horses from New Zealand, and hence will have hands-on involvement with the Grammar farm at Mount Rowan.

New Principals

Christ Church Grammar School Perth



Alan Jones
Headmaster
Christ Church Grammar School, Perth, WA

Born in England and educated in South Africa, Alan is a passionate educator.

Alan's educational philosophy is based on Christian values and he strongly advocates equality and social justice. He believes, from an ethical perspective, in educating students to be internationally minded ensuring they have the skills to succeed in their globalised world.

Alan's professional background includes leadership positions at The Hutchins School in Hobart, Tasmania and at Mentone Girls' Grammar School, Haileybury School and Huntingtower School all located in Melbourne, Victoria. He is a teacher of Chemistry, Physics and Mathematics and has held positions which include, Head of Science, Head of Sport, Pastoral care co-ordinator, Head of administration, Head of Senior School and Deputy Headmaster.

Alan is experienced in leading educational communities through rigorous external accreditations including the Council of International Schools (CIS) and the Primary Years Program (PYP). He is skilled in developing, communicating and implementing strategic plans.

Alan is a keen cricketer and hockey player, having represented his State in both sports at various levels. He has also competed locally and internationally in triathlons, iron man events and marathons.

Alan is married with two children who are currently studying in Melbourne and Hobart.

Genazzano FCJ College Kew



Ms Karen Jebb
Principal
Genazzano FCJ College, Kew, VIC

Joining the Genazzano FCJ College community in 2016, Ms Karen Jebb brings passion, energy and commitment to the education of girls and young women in the 21st Century. As a faith-filled modern educational leader, Karen inspires a love of learning together with an innate sense of social responsibility and personal purpose.

A Catholic day and boarding school located on Cotham Road, Kew, Genazzano is proud of its 127 year history, its past and present students and its community. Our boarding house Hopetoun Hall, is an extension of this community, where educators, parents and friends work together to create a unique learning environment. Within this happy and nurturing home we encourage the growth of faith, independence and social responsibility for students from various social and geographic backgrounds.

"Since joining the College I'm impressed by the wonderful breadth of education on offer, catering for 3 year olds to 18 year olds who are important role models for the younger girls. Genazzano is the only Catholic boarding school for girls in Victoria, and for generations it has held a special place within the Catholic education sector for both its heritage and reputation."

"Our students and boarders develop as a whole person, building on their strengths and refining their learning skills to become the best they can be. They are able to do this in the knowledge they are receiving a Catholic education within a beautiful and safe environment, they are taught by passionate teachers and they have the support of parents who value this educational experience for their daughters."

"A Genazzano education encourages students to view the world critically, to be discerning in their decision-making and, most importantly, to understand that learning is a life-long journey," Ms Jebb said. When girls leave Hopetoun Hall, they take with them skills and friendships which will assist them in taking on life's challenges.



New Principals

Ipswich Grammar School Ipswich



Richard Morrison
Headmaster/CEO
Ipswich Grammar School, Ipswich, QLD

In late 2015, The Board of Trustees announced the appointment of Mr Richard Morrison as the sixteenth Headmaster/CEO of Ipswich Grammar School, a member of the Greater Public School Association of Queensland. Richard has a Master of Education (Leadership and Management) from Queensland University of Technology and prior to his appointment held multiple senior positions both locally and internationally including Executive Principal of Brisbane State High School and Executive Director (Student Services) with Education Queensland.

Richard brings with him strong academic and intellectual credentials. A passionate educator with over 30 years' experience, Richard believes that schools have a unique opportunity to make a difference in young people's lives and he is excited by the opportunity to further develop high quality specialised education for our young Men of Grammar. With his enthusiasm for quality teaching and learning in a school environment together with significant and diverse experience in guiding a school community, Richard will lead Ipswich Grammar School into a new chapter of achievement. This experience and knowledge coupled with his strong interpersonal skills, will enable him to serve as the next Headmaster with passion, energy and innovation.

With strong family connections to Ipswich Grammar School, Richard understands the rich history and community culture of our School and for the first time in many years, as Headmaster/CEO, he will reside in Ipswich, in close proximity to the School.

Stuartholme School Toowong



Kristen Sharpe
Principal
Stuartholme School, Toowong, QLD

The Stuartholme School community welcomed Kristen Sharpe as the new Principal in January 2016.

Kristen joined Stuartholme from St Monica's College in Cairns where she was Principal for five years. Prior to St Monica's, Kristen taught in the Diocese of Canberra, Cairns, Parramatta and Wollongong and held both Curriculum and Student Wellbeing, Senior and Middle Leadership roles. With over 30 years' experience in Catholic Education in both girls and boys school and independent and Catholic systemic schools, Kristen brings a wealth of experience to the position.

Kristen is an experienced Principal with a reputation for undertaking significant building programs, establishing IT rich teaching and learning culture and improving academic standing in the secondary education context.

Stuartholme's educational philosophy is framed by the Goals of Sacred Heart Education, which articulate the forward-thinking and dynamic educational philosophy of the Society's foundress - Saint Madeleine Sophie Barat. Kristen shares her passion for educating girls, developing their personal integrity based on the teachings of Christ and in building self-belief and courage in women.

"The Stuartholme School community has been extremely welcoming and mirrors the School's philosophy of being inclusive and warm to all students."

New Heads of Boarding

Barker College Hornsby



Jonathan Rheinberger
Director of Boarding
Barker College, Hornsby, NSW

As the new Director of Boarding, what is your hope for the Boarding community?
Boarding at Barker is a very special part of the broader school community and students living away from home have some needs that are unique. My hope is that during our season, the Boarding community will increasingly embody the Barker values and the evidence that this is happening might be seen in our actions inside and outside the School. Amongst the Barker values, I would personally underscore Compassion and a desire for students to grow in empathy for others.

How has life changed, moving from the Blue Mountains to the main campus of Barker and going from 5 to 65 kids?
As well as the very different physical environment (although Libby and I grew up around here) probably the most noticeable difference is the pace. Life in the School is fast and furious. I love it! In terms of going from 5 to 65 kids – I've always enjoyed being around young people. It's energising, demanding, challenging and fulfilling.

Has the family felt welcomed?
Incredibly so. Before the first day of school we were invited to meals with school families and flowers arrived from a Boarding parent. Our children are spending a lot of time with the Boarders who have been really wonderful in befriending them and helping them with their transition. We are very thankful for the warmth of our welcome.

After a short time on your role, what are your initial impressions?
I'm grateful to Mrs McLachlan and the staff around Boarding, because Barker Boarding has clearly been well run in recent years. The culture we have inherited is healthy and the environment is one which provides students every chance of achieving their goals in their Senior School years. The Boarding Captains are tremendous.

Mount St Bernard College Herberton



Tina and David Scheffe
Heads of Residential
Mount St Bernard College, Herberton, QLD

Tina and David Scheffe are new appointees to the positions – Heads of Residential at Mount St Bernard College, Herberton.

Tina and Dave are no strangers to the far North of Queensland, having worked at residential Colleges in Cairns in the late 90's and early 2000's.

Both have a management background in residential education facilities. Tina has previously held an appointment as the Director of outdoor education at a residential outdoor facility near Kingaroy in South East Queensland, and David held a position of Director of Boarding at a coeducational college in Toowoomba.

More recently both Tina and David have worked in a short term outdoor education centre in management positions.

Both Tina and Dave are excited about their newly created roles at MSB. 2016 is a watershed year for the College in many ways. This is the first year that all of the College's residential facilities are filled to capacity with boarding students. The year also heralds the implementation of new initiatives that can only enhance the educational outcomes for its many Aboriginal and Torres Strait Islander students. New facilities, new staff and a new direction from Principal David Finch and the Leadership Team at MSB is certain to ensure this year is going to be an extremely positive one in this beautiful part of the Atherton Tablelands.



New Heads of Boarding

Nexus International School Putrajaya, Malaysia



Troy Wiremu Looms
Director of Boarding
Nexus International School
Putrajaya, Malaysia

It is a huge privilege and I feel extremely fortunate to be the Director of Boarding at Nexus International School Putrajaya in Malaysia. I have had eleven years' experience working in boarding at two Independent Schools in England and a boys' state school in my homeland of New Zealand. My wife Bobby Jo and I have been responsible for the caring of a co-educational boarding house for six years at Lucton School, Herefordshire. I was also Director of Sports, in charge of some 300 pupils. We are the longest serving house parents in Lucton's 307-year history. We were then in charge of a boy's boarding house at Bedstone College in Shropshire. I also had the role of Prep School Sport coordinator and 1st XV Rugby and 1st XI Cricket coach. In 2013 I was appointed as Director of Boarding at Waitaki Boys' High School, Oamaru. My boarding staff and I were responsible for the wellbeing of up to 110 boarders.

I have played semi-professional rugby in New Zealand, Australia and England and I feel tremendously fortunate to have had the opportunity to visit different parts of the world whilst playing a sport that I am passionate about. I also enjoy playing cricket and golf, weight training, travelling and spending time with friends and family. Bobby Jo and I have three children, Thomas, Ayla and Carter. I am an avid All Black, Canterbury Crusader, Otago Highlander and Liverpool FC fan.

Working within the boarding school environment is extremely rewarding. Providing a safe and secure environment as well as displaying a positive mood throughout the boarding community is something that my staff and I feel is extremely important. Personal discipline is significant and there is a strong commitment to develop and maintain a "Culture of Respect" throughout our community. Boarders are encouraged to participate in all areas of life at Nexus and be proud of who they are and whom they represent. We all aim to have a positive impact on our boarders, expecting them to leave Nexus International School as respectful and confident young adults.

St Catherine's School Waverley



Deborah Clancy
Head of Boarding & Academic Care
St Catherine's School, Waverley, NSW

Mrs Deborah Clancy is the new Head of Boarding and Academic Care at St Catherine's School, Waverley. Mrs Clancy has worked in numerous roles at St Catherine's, including Head of House, Director of Learning and Head of Academic Care. She has been a staff member at the school for over 13 years.

In Mrs Clancy's role, she has oversight of strategic direction of the boarding house. Her vision is to ensure that the boarders and the boarding house are at the 'heart of the school' and that all boarders are known and cared for, not only by the boarding staff, but by all staff at the School.

Mrs Clancy has oversight in the school of the day to day operation of the senior school and is an executive staff member. She will work closely with the new Boarding manager, Ms Catherine Wood, who will manage the boarding house operational matters. This is a change in structure for the boarding house, aiming to build cohesive and strong links with the day school and to build on the strong foundation of our wonderful boarding community.

New Heads of Boarding

St Paul's College Walla Walla



Kris Wheeler
Director of Boarding
St Paul's College, Walla Walla, NSW

In the last five years St Paul's has enjoyed a significant increase in student numbers, with a 120% increase in the boarding houses. Consequently, during 2015 we began thinking about our current boarding management structures and came to the view that we needed to employ a Director of Boarding. This was confirmed by a review of our boarding in late 2015.

Kris Wheeler comes to us with extensive experience in boarding. His most recent position was Head of Boy's Boarding at St Phillips College, Alice Springs (they breed them tough in the centre!). Prior to that he working in boarding in Djarragun College near Cairns, and before that Nyangatjatjara College, Ayers Rock.

Although a Kiwi, we believe we can teach Kris what real football is (ie AFL – something he hopefully picked up in the centre). His wife, Prudence, is a local Riverina girl and will enjoy her return to much greener pastures here in winter. Kris likes to stay fit and can be seen regularly taking runs in 38 degree heat! Let's hope all those years in the outback hasn't fried any brain cells....

St Stanislaus College Bathurst



Ryan Bullock
Head of Boarding
St Stanislaus College, Bathurst, NSW

Ryan has taken on the role as Head of Boarding at St Stanislaus College for 2016. He originally comes from Albury, NSW and first started working in the College Boarding House in 2007 as a Resident Master whilst studying at Charles Sturt University. He took on full time employment with the College in 2009 and during that time he has been a Houseparent and Senior Boarding Supervisor.

He looks forward to the many new challenges he will face as Head of Boarding. During his years with the college he has developed a strong connection with the boarders and their families and hopes to further the community spirit and brotherhood in the Boarding House. His aim is to make sure each and every boarder can develop holistically and reach their full potential.

"I feel very privileged to take on this new role and challenge at Stannies. I look forward to carrying on the Vincentian traditions of the school and hope that I can lead by example to inspire our Boarders".



New Heads of Boarding

St Ursula's College Yeppoon



Erin Lee
Head of Boarding
St Ursula's College, Yeppoon, QLD

I would like to introduce myself as the new Head of Boarding at St Ursula's College, Yeppoon. My career started in the Human Services sector working for the Department of Child Safety reconnecting children with their families. This then led me to where my passion currently lies, working within an educational environment. I worked for a lengthy period of time in multiple schools in the Logan district within the non-government sector. After completing my university degree in Anthropology, I worked at Spinifex State Residential College in Mount Isa for four years as the Senior in charge of Welfare.

My interest lies in Boarding Schools as these can provide an enriching social advantage for students. The friendships they build here along with the skills, principles and values they construct from their time in Boarding, will be with these students throughout their life.

My interests and strengths within a Boarding environment are targeted at developing policies and applications that will enhance and enrich the lives of the students they will affect. It's vital that, if students are spending so much time away from their families, they feel it to be a rewarding and positive experience. Exposing Boarders to a wide range of co-curricular activities and enriching weekend programs increases retention and leaves students with a sense of validation in return for having to be away from home.

The move to St Ursula's College was an easy decision. It provided me the opportunity to work alongside a school curriculum that promotes creativity and critical thinking and fosters self-respect rather than self-importance. As I get to know the girls at this College, I can see that community spirit and a positive attitude towards themselves and their studies is highly evident. I am confident that my time at St Ursula's College, Yeppoon, will be very rewarding, both personally and professionally.

Stuartholme School Toowong



Andrée Rice
Deputy Principal, Mission & Boarding
Stuartholme School, Toowong, QLD

Andrée Rice took over as Head of Boarding at Stuartholme School in July 2015 and brings a passion for education to the role.

The Stuartholme Boarding House is a microcosm of Australian society and Andrée and her team work to build a culture of inclusion, kindness and independence in the students. The Boarding community welcomes young women from all over the globe including Dubai, China, PNG, East Timor, the Philippines and rural and remote communities throughout Australia. Boarders learn to respect each other, communicate with a wide range of people and be global citizens.

The school is building partnerships with its rural and remote communities, through a special project called Reach Out To Longreach. During 2015 the students raised over \$5000 that went to support Our Lady's Longreach and Drought Angels who assist families doing it tough in Western Queensland.

As a home-away-from-home, the students take part in a variety of recreational programs and social justice initiatives.

The School also has a number of academic care and student wellbeing support programs available.

"It is a great privilege to be entrusted with the care and education of parents' most precious children," Andrée said.

"And one that we as a team of boarding staff are most conscious of and strive to do to the best of our abilities. It takes a village to raise a child."

New Heads of Boarding

The Armidale School Armidale



Michael Holland
Director of Boarding
The Armidale School, Armidale, NSW

"At TAS it is important that all our boarders feel a sense of community and connectedness; that their life in the boarding house is homely, happy and meaningful, no matter what House they are in." – Mr. Michael Holland

The Director of Boarding is a new position at The Armidale School but Michael Holland brings 20 years of boarding experience to the role and a passion for delivering exceptional care. His boarding journey began in Year 7 at Nudgee Junior College, Brisbane. After graduating from Nudgee College, Michael worked as a boarding supervisor while completing his Bachelor of Arts and Education. In 2003, he moved to Whitsunday Anglican School, Mackay, where he worked in the Boarding House and became Head of Trinity House in the day school. In 2006 Michael moved to Perth to be Director of Gibney House at Aquinas College. From there he took on the role of Director of Boarding at Guildford Grammar School. In 2014, Michael returned to Brisbane as Director of Boarding and Rudd Housemaster at Brisbane Boys College.

Michael is excited to be at The Armidale School at such a pivotal time in its history with a move to co-education and a commitment to growth in boarding. He is looking forward to working with the Heads of House to promote a climate where students and staff share mutual respect, care, trust and concern and students are encouraged to develop personal responsibility. A focus for him will be to provide opportunities for students to embrace social, cultural and other activities both within and outside the school.

In addition to a deep understanding of boarding life, he has a love of teaching English and History and a passion for coaching rugby. He lives on Campus with his wife Julianne (a Registered Nurse) and their daughter Lucy, who attends TAS Junior School.

The Hutchins School Hobart



Shaun Killian
Head of Boarding
The Hutchins School, Hobart, TAS

Shaun attended Maritzburg College as a boarder, one of the leading schools in South Africa that is built on tradition and manifests a strong sense of pride, passion and belonging. After immigrating to Australia, he studied a Bachelor of Health and Physical Education and a Bachelor of Education (Physical and Health) at The Australian College of Physical Education in Homebush. He then secured a permanent job at Mater Maria Catholic College in Warriewood on the Northern Beaches of Sydney. During his 9 years at Mater Maria Catholic College he taught Personal Development, Health and Physical Education, Mathematics, Life Skills to students with special needs and coached a variety of sports. He also had outstanding mentors that gave him the opportunity to develop his leadership skills in a variety of roles including Pastoral Coordinator, Acting PDHPE Coordinator, Acting Sport, House and Outdoor Education Coordinator and Acting Learning Support Coordinator.

Shaun and his family moved to country New South Wales where he took on the role as the Head of Boarding at St Stanislaus College in Bathurst. The opportunity arose for a new sea change where at the beginning of 2016 Shaun and his family moved to Hobart and he took on the role as Director of Boarding at The Hutchins School.

"We are extremely happy at The Hutchins School. I say we, because Hutchins has welcomed not only me, but also my wife and son into their school and their community. Hutchins has a real family feeling about it and we couldn't be happier down here in Sandy Bay.



New Heads of Boarding

The Southport School Southport



Tony Watt
Dean of Boarding
The Southport School, Southport, QLD

Tony Watt, previously Housemaster of McKinley House and Head of Community Relations at The Southport School, has now stepped up to take the helm as the School's new Dean of Boarding.

Immediately prior to joining The Southport School, Tony had spent just under a decade at Toowoomba Preparatory School (now Toowoomba Anglican College) as Deputy Headmaster and overseeing the School's boarding houses. In the latter role Tony and his wife Sharon were House Parents of Connal House with its community of some 40 boys and girls aged 10 and under. Tony regards this as one of his most rewarding and important positions, as he acquired invaluable insights into the world of the boarder and undertook training as a Guidance Officer and Counsellor.

At The Southport School, his role as Head of Community Relations saw him directly involved with the areas of marketing, enrolment and media communications, but that love of boarders and boarding and the previous experience at Toowoomba saw him a natural fit as Housemaster of McKinley House with its 76 boarding boys ranging from Year 8 to 12.

This is where Tony's attachment to and understanding of the country and country people comes to the fore, as The Southport School has traditionally had a strong connection with the bush and in many families, boarding at TSS has become a tradition through generations. Tony maintains that link both personally and in the role he has played as Housemaster and now assumes to a greater degree as Dean of Boarding. He states that his regular visits to rural families in Queensland and New South Wales not only serves to maintain a TSS tradition, but deepens his appreciation of the needs of boarders remote from their homes and quite simply it recharges his batteries.

Never one to stand still, Tony has managed to complete three post-graduate degrees in behaviour management, counselling and marketing and is currently completing a PhD in Boarding with the support of ABSA.

Westminster School Adelaide



Lyndal Runge
Head of Girls Boarding
Westminster School, Adelaide, SA

Having been involved in boarding for a number of years, most recently at Ballarat Grammar as a Head of House, I am excited to begin my journey as the Head of Girls' Boarding at Westminster School, Adelaide. Dave, Charli, Zach and I have moved to Adelaide over the summer and have enjoyed exploring our new town.

I enjoy all that boarding offers and the way we connect with students and families from many areas and over the years, have taken opportunities to visit many families on their properties. Building a sense of community and a home-like feel is important to me and I believe that understanding where the students in our care come from helps this to be achieved.

Originally with a corporate background, I completed my teaching degree after having children, when teaching Business, Accounting and Economics I enjoy the opportunity to share my work experience with students. Boarding provides a unique avenue for students to learn 21st Century skills as well as community living, independence and interdependence.

Westminster has an actively engaged community. To continue to develop the community this year, I am keen to work together with the students and families to develop strong relationships and bring about the best for the girls in my care. I enjoy spending time with the girls and seeing them interact with each other, the staff and my children, whilst always endeavouring to provide them with a sense of homeliness in their boarding environment. I will look for every opportunity to bring about the best for the girls.

Outside of boarding I enjoy staying fit, cooking, reading and spending time with my family. I am excited about the year ahead, the challenges and enjoyment that boarding brings and the privilege of being involved in the development and lives of the girls in my care.

New Heads of Boarding

Geelong Grammar School Geelong



Amanda Scott
Director of Student Wellbeing
Geelong Grammar School, Geelong, VIC

It is both an honour and a challenge to step into the role of Director of Student Wellbeing at GGS after the tenure of the highly respected and beloved John Hendry; I am very conscious of standing on the shoulders of a giant as I sit in his chair and mix my metaphors.

I am Australian by birth, although my accent belies this. My parents were "ten pound Poms" on the boat in 1967, and I was born shortly thereafter in Canberra. However, fate intervened and we returned to the UK before my first birthday. My father then joined the British Foreign Office and we followed him around the globe, living in Japan, Pakistan and Indonesia as well as periodic returns to the UK. I was a full-time boarder for seven years at a school in Winchester, so I understand first hand some of the challenges and joys of that state; my sympathies lie especially with overseas boarders. For me, that tension of living in one country and having loved ones on the other side of the world has never lessened, although of course it is eased by the modern magic of Skype and email.

On graduating from Oxford in 1992, I applied for my Australian passport and came to Australia for the first time. Ever since then, perhaps unusually for one of my generation, I have been an educator, first at Wesley College in Melbourne, then Girton Grammar School in Bendigo, as well as overseas at the International School of Düsseldorf, Germany and Downe House School, a girls' boarding school in England. In 2006, looking for the opportunity to return to Australia, I was offered my job back at Girton and I have been there ever since, the past seven years as a Head of House as well as senior Literature teacher.

I give this potted history because it explains something of why I am passionate about the wellbeing of students, as well as Shakespeare. I believe very strongly that effective pastoral care emerges in a partnership between home and school. Young people are still learning – indeed, I believe we all are – but adolescence especially is a tumultuous and often turbulent time for a young person's identity and sense of self. Positive psychology in the GGS iteration as Positive Education provides a framework, culture and common language for this community, which is powerful and student-centred. Boarding adds another layer to the complexities of the partnership between home and school, but the principles of kindness and forgiveness; of allowing young people the opportunity to learn and grow from their mistakes, and of contributing in a meaningful and positive way to their community – to something greater than the individual – are the same for both day students and boarding.

To quote my former Headmaster, the way to the head is through the heart. It has been very clear to me even in the short time that I have occupied this office that relationships are vital at GGS, in both senses of the word. They are both central to the experience of living in this community, as well as flourishing and fed by every interaction.



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New Heads of Boarding

Methodist Ladies' College Kew



Jane Shone
Head of Boarding
Methodist Ladies' College, Kew, VIC

UK born and bred, MLC's new Head of Boarding, Jane Shone began her career as a teacher of Drama and English in the 1980s, working first in Britain's government school sector before transferring to Heathfield School, a small independent boarding school just outside Ascot.

"This introduction to boarding was very positive," says Jane. "I loved the opportunity to see each student not only as someone in my classroom, but as a whole person with unique hopes and aspirations." "I really enjoy working closely with teenagers. There are problems to be solved regularly, of course, but the real joy of it is in listening to their opinions and having a laugh together. It's energising to spend time with people in this age group, hearing about their dreams for the future."

Jane's next move was to the role of Teaching Housemistress at Downe House School in Cold Ash, near Newbury in Berkshire. Living at the school with her husband and two small daughters for more than five years, she recalls the family-like atmosphere and the kindness of the boarders towards her young family.

Relocating to Australia in 2004, Jane took up the role of Year Level Coordinator and at St Margaret's Girls' School in Berwick, where she also continued to teach English and Drama. She commenced at MLC at the beginning of 2016.

"Leading a boarding house that is part of a larger day school is a new experience. It's been wonderful to use my knowledge of boarding in the UK but applying it in a new context here in Melbourne."

"MLC's Boarding House is one of Australia's oldest, and accommodates a wonderful mix of girls from all over Australia and the world." "I've had a very warm welcome from students, parents and staff alike here at MLC and I'm excited about leading the Boarding House into a new era."

From the Chairman



Pauline Turner
Chairman

To all our 'Lights Out' readers may 2016 be a year to remember as one that you find yourself happy and healthy in your careers and in your engagement with both staff and students through the year.

It is such a wonderful privilege to be asked to step into the role of Chair for ABSA for the next 2 years and I do so with humility having worked alongside ABSA's two previous Chairmen who brought clear vision and objectives to their roles during their time and I hope to continue in this vein during my tenure. We have a strong board with a wonderful potpourri of talent, experience and dedication. Our challenge as a board is found in our ability as a team to build and learn from each other as we continue to grow and expand the organisation into the future.

The concept of Boarding has evolved over the past ten-twenty years and continues to challenge us as we move into what boarding will look like 20 years from now. What are the challenges of the future, how are we preparing as an organisation to meet the needs that will face us?

How do we ensure Boarding staff are engaging and relevant to the modern student? How do we keep our staff interested while developing their skills personally and professionally in this vital area of student lives. Making this profession relevant and desirable as a pathway for professionals is key to our development as an organisation.

ABSA has well established training models and can I encourage everyone to make use of these opportunities and the services we offer to keep you fresh and relevant through up to date training and participation in the various activities throughout the year. 2016 is already in full swing with preparations for our bi annual Conference on the Gold Coast in September and state workshops and state activities are posted on the website for you to participate in and in some cases host. Your enthusiasm and participation is what makes ABSA conferences such spectacular events in the years calendar and not to be missed.

From the Executive Director



Richard Stokes
Executive Director

I take this opportunity to farewell and thank our outgoing Chairman, Garth Wynne.

Garth was appointed to the first ABSA Board as the AHISA representative in 2008, and brought to the group a wonderful sense of purpose and calmness. He took over the Chairman's role following the resignation of our founding Chairman, Tim Hawkes, at the Annual General Meeting in August 2013, and led the Association through a very important transition time until his resignation in December.

In reflecting on how far we have come over the last couple of years, it became very obvious to me that Garth's legacy for this wonderful Association is clear and it relates to outstanding Governance - ABSA is now sustainable, properly managed, and holds a wonderful standing in our Educational community, and this is in no small part due to his wonderful leadership. He worked tirelessly to develop a Board Governance Manual and schedule of actions to allow our office to operate remotely and independently, under the guidance of a well formed and educated board.

Garth, we thank and salute you for all you have done for ABSA - congratulations!



Taking the Reins Conference 2015

Coming Events

AUS

March 12 - 13, 2016

Taking the Reins Conference,
Bond University, Gold Coast

September 25 - 28, 2016

ABSA National Conference, Gold Coast

USA

April 17 -19, 2016

TABS-NAIS Global Symposium,
Long Beach, CA

December 1 - 3, 2016

TABS Annual Conference
Washington, DC

UK

May 3 - 6, 2016

Golden Jubilee Heads Conference
Manchester, UK

July 11 - 13, 2016

Annual Conference for Nurses and Matrons
Nottingham, UK

NZ

May 31 - June 3, 2016

NZBSA National Conference
Queenstown, NZ

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